

PERIODICALS R. R.
NEW YORK UNIVERSITY LIBRARIES
MAR 3 1952
WASHINGTON SQUARE LIBRARY

CATHOLIC SCHOOL

Journal

In This Issue:

Fostering Vocations in Elementary and High Schools

Most Rev. Thomas J. McDonnell, D.D.

Vocations Begin in the Elementary School

Rev. Barnabus Mary, C.P.

Solving the Vocational Problem

Rev. Edward F. Garesché, S.J.

The Religious Vacation School

Sister M. Laura, O.S.B.

A Community Appreciation Survey

Brother Leo V. Ryan, C.S.V.

THIS IS THE ANNUAL VOCATION NUMBER



**School
Boards!**

Now! **SAVE** up to **14%** on gas

with new Low-Friction engine in

NEW FORD SCHOOL BUS

SAFETY CHASSIS for '52!

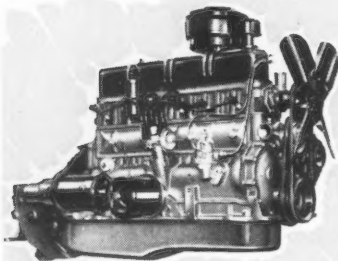


Proven dependability! Economical maintenance and "safety reserves" of power for every need! Body shown was built by Carpenter Body Works, Inc., Mitchell, Ind. All school bus body builders build for Ford Chassis.

New 101-h.p. LOW-FRICTION Cost Clipper Six engine has high-compression punch and overhead valves! Designed for safe, reliable transportation!

Now school boards faced with rising school transportation costs can save school dollars with safety! New Ford School Bus Safety Chassis for '52 costs *still less* to run . . . gives famous Ford reliability plus *new* economy!

Ford's new Low-FRICTION engine saves gas . . . saves engine wear and tear. Power choice of Low-FRICTION Cost Clipper 101-h.p. Six; or famous Ford V-8, now upped to 106-h.p.



Completely new, completely proved! Ford's new Low-FRICTION Cost Clipper Six engine liberates power ordinarily held captive by engine friction . . . delivers more of the power it develops. Piston stroke is 20% shorter . . . gas savings up to 14%.

BUILT TO SCHOOL BUS STANDARDS SET BY N.E.A.

9 BIG SAFETY FEATURES

- Extra strong safety Driveshaft guards
- Extended exhaust pipe to carry fumes away from the body
- Extra heavy duty, 11-in. Gyro-Grip clutch
- 52-inch progressive bus-type rear springs for easy riding action
- 30-gal. safety fuel tank with metal exhaust heat insulating shield
- Double Channel frame with 7 cross members
- Power brakes standard on 194" wheelbase, available on 158" wheelbase at extra cost
- Hand brake on driveshaft has special safety shield
- Engine speed governor available at extra cost

MAIL THIS COUPON TODAY!

FREE

FORD Division of FORD MOTOR CO.
3264 Schaefer Rd., Dearborn, Mich.

Please send me your latest literature on the new Ford School Bus Safety Chassis for '52.

NAME _____

ADDRESS _____

CITY _____ STATE _____

Check here if student _____

little red school house ... or ivied college

Big schools and little all over the country know the fine quality of Peabody school furniture . . . its correctness of design, its fine materials, its unsurpassed craftsmanship.

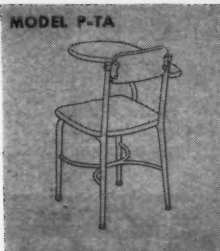
This new addition to the Peabody line is a typical example of the Peabody art. With its sturdy, cleanlined tubular construction, it is especially suitable for all grades from kindergarten through college. It embodies the advance design qualities for which Peabody is noted . . . incorporates many Peabody "Plus Values" . . . and is built throughout to last for many years of service.

Like all Peabody school furniture, it is backed by Peabody's half century of specialized experience, and the Peabody guarantee of superior quality in design, materials and workmanship. Full details on request.

PEABODY SEATING COMPANY, INC., North Manchester, Indiana



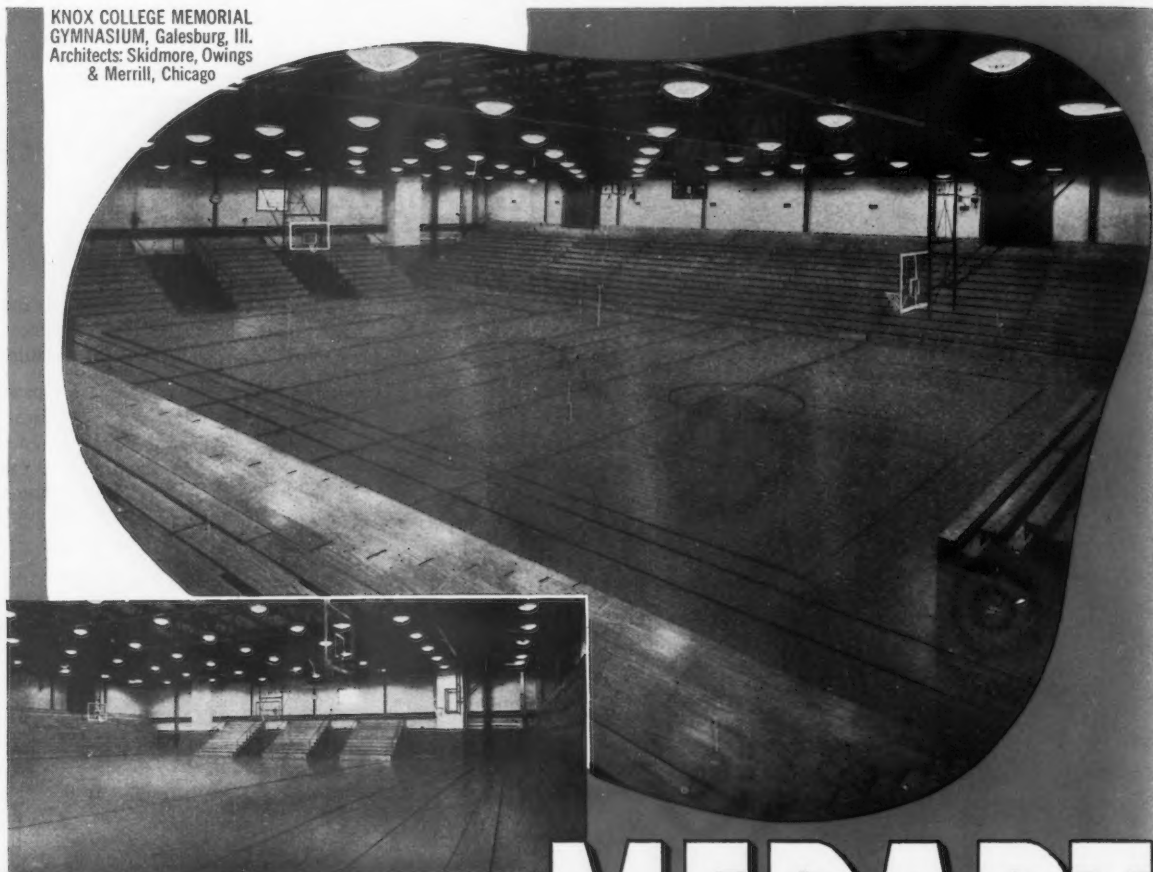
MODEL P-TA



MODEL PTL LIFTING LID TABLE—PC CHAIR. Smooth, welded tubular construction designed for maximum leg room and greatest comfort. Top, seat and back solid Northern hard maple, with super-tough, scratch-resistant, sunlan "Celsyn" finish. Entire top lifts—adjustable, slam-proof friction type hinges. Chair has automatic-adjusting form fitting back rest and comfortably saddled seat.

PEABODY FINE QUALITY SCHOOL SEATING SINCE 1902

KNOX COLLEGE MEMORIAL
GYMNASIUM, Galesburg, Ill.
Architects: Skidmore, Owings
& Merrill, Chicago



**5,948 Extra Square
Feet Of Usable
Floor Space With**

***MEDART**
TELESCOPIC* GYM SEATS

Take a close look at the pictures above. At the top, all the Medart Seats are in open position ready to comfortably and safely accommodate a packed-to-the-rafters audience of 3,200! The inset shows side seats closed, and seats at one end still open.

These two pictures explain why this gym, with seating capacity for 3,200 persons, requires a building virtually no larger than one without seats for spectators! Imagine what the size of this building would be, and the startling extra cost, if 3200 expensive fixed seats had been installed!

Here is an example proving how Medart Telescopic Gym Seats actually regain the use of 5,948 square feet of extra floor space for daily class activity—evidence of the tremendous savings in building costs made possible by better utilization of space.

Convenience and Ease-of-handling are important factors too. Because of Medart's exclusive "Floating Motion" design, it takes little effort and only a few moments to completely open or close Medart Seats. If all the seats are not needed, only one row, or as many rows as required, can be provided and remaining rows left closed.

Safety is assured, even under loads of 400 Lbs. per lineal foot. Medart's steel understructure is a complete free-standing assembly. Solid, one-piece wood seats, risers and footboards add extra strength and are not used to tie together the steel understructure members. Each row of seats is supported from the floor by four vertical steel members.

Many Other Exclusive Features make Medart Telescopic Gym Seats a "best buy". If you have a seating problem, write Medart.

*Medart Telescopic Gym Seats are fully protected by U. S. Patents

Send for The **NEW** Medart Catalog

FRED MEDART PRODUCTS, INC. 3580 DE KALB STREET
ST. LOUIS 18, MISSOURI



Telescopic
Gym Seats

Lockers & Wire
Basket Shelving

Lockerobes
& Grade-Robes

Basketball
Backstops

Physical Fitness
Apparatus

Basketball & Football
Scoreboards

Physical Therapy
Equipment

World's Only Complete Single Source For Gymnasium Equipment



The CATHOLIC SCHOOL JOURNAL

Contents for

Volume 52

Number 3

March, 1952

VOCATION MONTH

Obviously it is not necessary to tell you that this is the annual Vocation Number of your JOURNAL. We have assembled all kinds of practical material to aid you in promoting vocations during this month of St. Joseph and throughout the year. A bishop, priests, Sisters, a Brother, and even school pupils have contributed material—discussions, practical programs, verse, dramatizations, and pictures.

While providing space for all these vocation features, we have not forgotten your need for practical aids in other fields, from the kindergarten to the high school.

N.C.E.A. CONVENTION

Don't forget the 49th annual convention of your Association. It will be held in Kansas City, Mo., April 15-18. In the April issue we shall show you some of the sights (especially the Catholic and educational ones) and a brief summary of the program. For hotel or other reservations write to Rev. Richard J. Schumacher, N.C.E.A. Housing Bureau, 1030 Baltimore St., Third Floor, Kansas City 6, Mo.

DON'T BE DEFRAUDED

The CATHOLIC SCHOOL JOURNAL has no agents out seeking subscriptions. Send your subscription, original or renewal, to us directly at 400 N. Broadway, Milwaukee 1, Wis.

VOCATIONAL PROBLEMS

Fostering Vocations.....	Most Rev. Thomas J. McDonnell, D.D.	71
Vocations Begin in the Elementary School.....	Rev. Barnabus Mary, C.P.	74
Solving the Vocational Problem.....	Rev. Edward F. Garesché, S.J.	76
A Girl's Prayer (Poem).....	Sister Mary Jean, C.S.J.	77
Bridging the Vocational Gap.....	Sister M. Walter, O.M.	78
Editorials.....		80
Christian Vocational Guidance.....	Brother Philip, O.S.F.	82
A Classroom Vocational Program.....	Rev. Matthew Vetter, C.P.	83
Double Your Talents.....	Rev. Robert C. Schwab	84
"Come Follow Me".....	Shirley Wagner	88
Along God's Way (Dramatization).....	Sister Jean Marie, O.S.B.	91
A Vocation Program.....	Sister M. Elvan, O.S.B.	97

PRACTICAL AIDS

A Community Appreciation Survey.....	Brother Leo V. Ryan, C.S.V.	89
Simple Visual Aids.....	Sister Christine	90
They Liked Geometry.....	Sister M. Inviolata, R.S.M.	93
Writing Readable Editorials.....	Sister M. Tullia, Fel.O.S.F.	40A
Bulletin Boards and Borders.....	Sister M. Gabriel, O.S.U.	93
The Calendar: March.....		94
March Calendar Design.....	Sister M. Rosetta, O.S.B.	94
God's Garden of the Sky (Dramatization).....	Sister M. Lorenz, R.S.M.	95
A Guidance Program for Grades V-VIII.....	Sister M. Veronica, O.P.	97
A Quiz on the Saints.....	Sister M. Wilfrid, O.S.F.	47A
Christ Suffering and Christ Glorious.....	Sister M. Marguerite, C.S.J.	98
From a Sawhorse to a Bambi.....	Sister M. Rhoda, F.S.P.A.	99
Manuscript Writing Is a Bridge.....	Sister M. Agnese, O.S.B.	100
Stripey the Skunk.....	Sister M. Michaela, O.S.F.	101
St. Teresa of Lisieux.....	Sister M. Concepta, R.S.M.	50A

TIMELY TOPICS

The Religious Vacation School.....	Sister M. Laura, O.S.B.	85
A New Jewel for St. Maria Goretti.....	Rev. James P. Conroy	87

FABRIC OF THE SCHOOL

Our Lady of the Lake School, Seattle, Wash.	102
--	-----

NEWS AND REVIEWS

Evaluation of Audio-Visual Aids.....	George E. Vander Beke, Ph.D.	5A
Catholic Education News.....		26A
New Books of Value to Teachers.....		34A
New Supplies and Equipment.....		58A

The Catholic School Journal is published monthly
except in July and August by

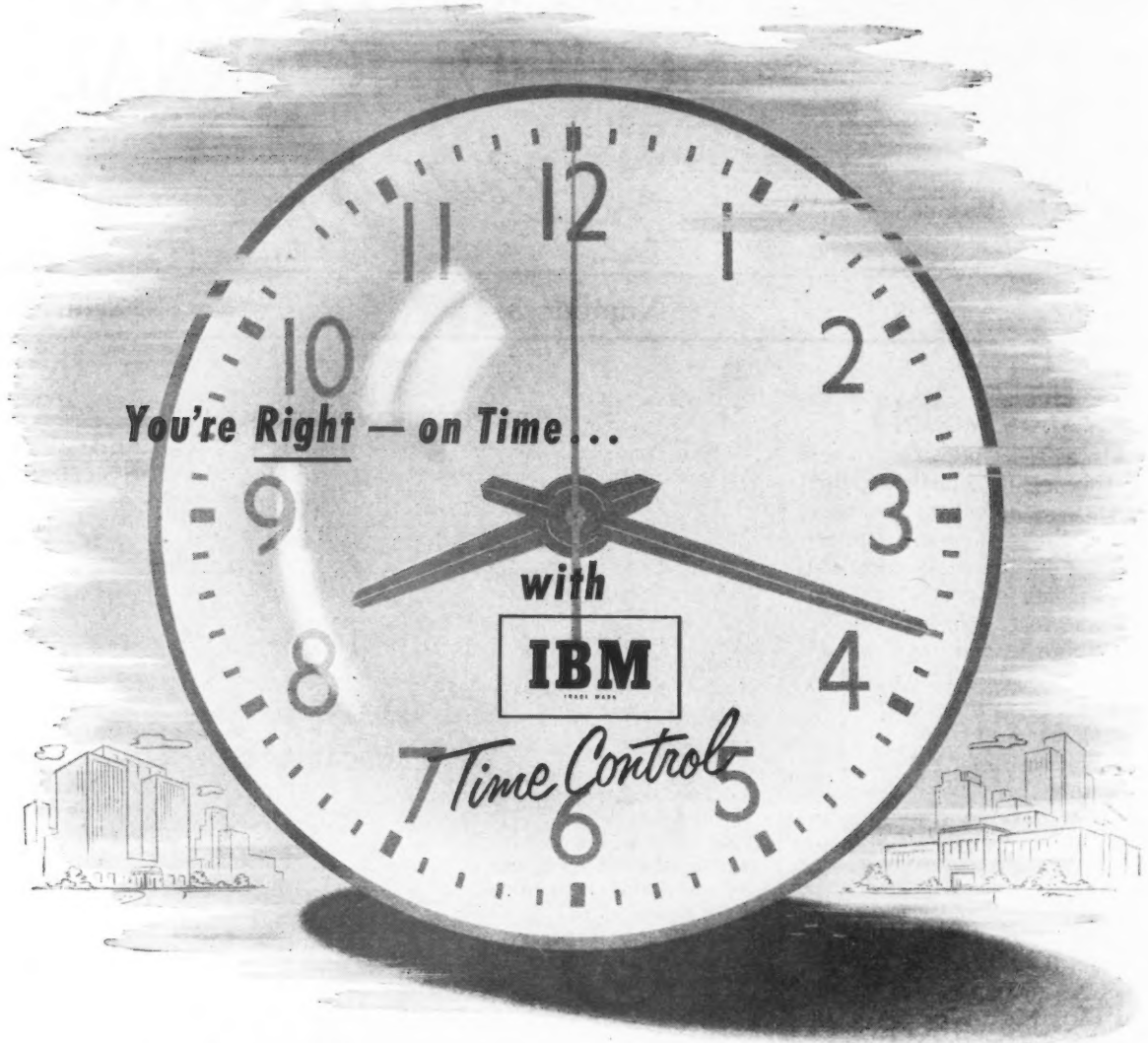
THE BRUCE PUBLISHING COMPANY

400 North Broadway, Milwaukee 1, Wisconsin

Eastern Office: 225 Broadway, New York 7, N. Y.

Central Office: 20 North Wacker Drive, Chicago 6, Ill.

Articles Indexed. Articles in the CATHOLIC SCHOOL JOURNAL are indexed in *The Catholic Periodical Index*, in the Catholic magazine index of *The Catholic Bookman* and in the *Wilson Educational Index*.—Entered April 20, 1901, as Second-Class mail matter in the Post Office at Milwaukee, Wis., under the Act of March 3, 1879. Published monthly except in July and August. Copyright, 1952, by The Bruce Publishing Company.—*Subscription Information:* Subscription price in the United States, Canada, and countries of the Pan-American Union, \$3.00 per year, payable in advance. Foreign Countries, \$3.50. Copies not more than three months old, 35 cents; more than three months, 50 cents. Notice for discontinuance of subscription must reach Publication Office in Milwaukee at least fifteen days before date of expiration. Changes of address should invariably include old as well as new address. Complaint of nonreceipt of subscribers' copies cannot be honored unless made within fifteen days after date of issue.—*Editorial Contributions:* The editors invite contributions on education and on any subject related to the welfare of Catholic schools; e.g., methods of teaching, child study, curriculum making, school administration, school-building construction and upkeep. Manuscripts, illustrations, news items, etc., should be sent to the Publication Office in Milwaukee. Contributions are paid for at regular space rates.



Right—because all units are kept in uniform time, to the second, electronically.

Right—because with an IBM Electronic Time System* no special clock and signal wiring is needed. Clocks and signals connect with the regular AC lighting circuit.

Right—because units may be added or relocated later without the inconvenience and expense of special wiring.

Right—because behind the IBM Electronic Time System stands IBM's 50 year record of accuracy and dependability in time control.

IBM time equipment includes Electronic and Electric Time Systems, Program Signaling Systems, Nurses' Call, Fire Alarm, and Intercommunicating Telephone Systems, Recording Door Locks, Tower Clocks, Athletic Scoreboards and Timers.

*Electric Time System with Electronic Self-regulation.

IBM, Dept. CA-3

590 Madison Ave., New York 22, N. Y.

Please send data on IBM Electronic Time Systems, or on individual units checked.

A. ☐ B. ☐ C. ☐ D. ☐ E. ☐ F. ☐ G. ☐

Name _____

Company _____

Address _____

City _____ State _____



A. MASTER TIME CONTROL



B. ATTENDANCE RECORDER



C. INDICATING CLOCK



D. TIME STAMP



E. SIGNAL



F. COST RECORDER



G. CONSECUTIVE SPACING RECORDER

Evaluation of Audio-Visual Aids

George E. Vander Beke, Ph.D., Compiler

S.V.E. NEW FILM STRIPS

Latest additions to the film-strip library of the Society for Visual Education Inc., 1345 West Diversey Parkway, Chicago 14, Ill., are four new sets: *Children's Stories*, *Basic Spanish*, *North American Indians and Eskimos*, and *Great American Frontiersmen*.

Children's Stories—a set of six color film strips for primary grades. Individual titles are: *Little Red Riding Hood*, *The Three Little Pigs*, *The Gingerbread Boy*, *Goldilocks and the Three Bears*, *Little Black Sambo*, and *Rumpelstiltskin*. These strips consist of original captioned illustrations which tell the leading incidents of the story. Text frames preserve the story continuity. This set was designed to strengthen primary vocabularies, encourage storytelling, give appreciation for folk tales, and provide variation in reading methods.

Basic Spanish, Set B—a set of five black and white strips for junior high through college levels. This is the second set of this Spanish series (Set A was released in August, 1951) and provides drawings illustrating basic Spanish words and phrases considered most common and useful in simple conversation. The titles are: *Going Shopping*, *Traveling*, *Food and Clothing*, *Amusements*, and *School*.

North American Indians and Eskimos—a set of six black and white film strips for intermediate through college levels. This set was prepared by the University Museum, Philadelphia, Pa., and consists of actual photographs of museum specimens, maps, and diagrams, captioned and subtitled. These strips treat theories of emigration of early man, the culture pattern of the various Indian tribes, prehistoric man in North America, and Eskimos. Individual titles are: *Early Man in North America*, *Life of the Woodland Indians*, *Life of the Pueblo Indians*, *Arts and Crafts of the American Indian*, *Life of the Eskimo*, and *Life of the Plains Indian*.

Great American Frontiersmen—a set of five color strips for use with intermediate through junior high groups. This is the second set to be released in a series entitled "Stories of Great Americans." The first set, "Great American Presidents," was released in October, 1951. The series consists of original color drawings, captioned, which bring to life the boyhood, manhood, and personal qualities of these outstanding Americans and the services they rendered to their country. Individual titles are: *Story of Daniel Boone*, *Story of David Crockett*, *Story of Kit Carson*, *Story of Brigham Young*, *Story of Buffalo Bill*.

NEW DOWLING FILM STRIPS

A new series of four film strips dealing with trees, lumber, and forest conservation has just been completed by Pat Dowling Pic-

tures, 1056 So. Robertson Blvd., Los Angeles 35, Calif.

Trees and Forest Conservation Series (Intermediate Level)

1. *How Trees Grow* (25 frames) explains, by drawings and photographs, the structure of trees and how they attain their growth. The pictures trace the steps by which water and minerals are obtained from the earth, how they reach the growing parts of the tree, and how food is manufactured in the tree leaves by the action of water, minerals, and elements from the air.

2. *Trees—The Oldest and Largest Living Things* (23 frames) contains pictures of some of the oldest and largest trees in the world, such as the California sequoias and junipers. Pictures some of the most famous big trees. It tells how the age of ancient trees has been determined by study of the rings.

3. *Why Trees are Important* (29 frames) tells the uses of trees, the most important of which is to furnish lumber. It shows how trees are harvested for lumber and how lumber and plywood are made at the mill.

4. *Growing Trees for Tomorrow* (48 frames) tells the importance of conservation methods of managing our forests so that supplies of forest products can be grown for future use. Four sequences of the film strip deal with: (a) Protecting Present Forests, (b) Aiding Natural Reforestation, (c) Replacing Tree Losses, and (d) Harvesting Trees by Conservation Methods.

This series of film strips was produced with the co-operation of the U. S. Forest Service, the American Forest Products Industries, the West Coast Lumbermen's Association, and a number of private timber companies who furnished technical assistance.

About Ocean Freighters (Elementary and Intermediate Level)

1. *The Ocean Freighter* (37 frames) shows how goods are shipped to other countries by means of cargo ships. Drawings show how a freighter is constructed to hold cargo, how different kinds of goods are loaded, and how the various goods are protected during an ocean voyage.

2. *Operating a Freighter at Sea* (50 frames) shows the work of the different officers and crew members in operating and caring for a freight ship during a trip at sea. Pictures taken during an actual overseas voyage illustrate how the ship is navigated, how radar and other devices are used, how the engines propel the ship, and how other essential operations are conducted.

Film Strips About Water (Intermediate Level)

1. *Why Water Is Important* (25 frames)

pictures the many uses of water and why water is such an important natural resource. Scenes illustrate the necessity of water for people and animals to live, for plants to grow, for cleanliness, for transportation, and for recreation.

2. *The Water Cycle* (38 frames) explains, by the use of numerous drawings as well as pictures, the natural process by which water is formed during the movement of warm and cold air currents, how moisture reaches the earth, and how it returns to the air. The circulation of water by precipitation, absorption, evaporation, and transpiration is explained.

3. *How Water Power Produces Electricity* (41 frames) shows how water power was used in early times to make things run, and how the same principle is employed today to produce electricity. Pictures and diagrams show the sources of water, how turbines and generators create electricity at dams, and how electricity is transmitted to homes.

4. *Conserving Water and Soil* (30 frames) shows how water and soil are natural resources that work together for the benefit of people. It explains how uncontrolled water causes damage and the things that people can do to protect the soil through control of water.

This series of film strips was produced with the co-operation of the U. S. Department of Agriculture, Soil Conservation Service, and the U. S. Department of the Interior, Bureau of Reclamation. These agencies furnished valuable technical information and illustrations.

Early American Living (Elementary Level)

The Pioneer Fire Room (30 frames) illustrates how family life in a pioneer home centered around the fireplace. Two pioneer women are shown in the fire room at their daily tasks. The pictures were taken in the Early-American room at the Chicago Historical Society and all of the furniture and household utensils shown in use are of the authentic colonial period.

U. S. GOVERNMENT FILMS

(Available through United World Films)

Agriculture and Forestry

Do It With E's: A Forest Service safety training film demonstrating through examples the three E's of safety in forestry—education, engineering, and enforcement.

USDA; 23 min., color.

Your Enemy: Grasshopper—Damage caused by grasshoppers; life cycle of the grasshopper; reasons for outbreaks; and control methods.

USDA; 23 min., color.

(Continued on page 6A)

Audio-Visual Aids

(Continued from page 5A)

Business and Industry

How to Conduct a Meeting—Proper procedure to be followed in conducting a meeting so that the decisions reached will be representative of majority opinion. Produced for civilian use in Occupied Areas. USA; 20 min.

An Object Lesson in Fire Prevention—Fire hazards and means of protection in aviation overhaul and repair shops; importance

of constant vigilance in day-to-day practices. Primarily for management and supervisory personnel. USN; MN 6896; 21 min.

Geography

Children's Guardian—A school janitor, influenced by his love for children, brings about school reforms in the community, thus aiding Japanese students. Produced for civilian use in Japan. USA; 40 min.

TVA Town—Transformation of Decatur, Ala., from a small town to an industrial city

as a consequence of the development of the Tennessee Valley Authority. Produced for civilian use in Occupied Areas. USA; 26 min.

Health and Recreation

Equipment for Hand Spraying With DDT—Types of hand sprayers; trucks used in spraying operations; necessary spare parts and tools for field work. USPHS; 5-084; 67 fr. with disk: 13 min.

Food Handling. Part I: Basic Principles of Refrigeration—Importance of refrigeration in the preservation of food; care and maintenance of refrigerators. USPHS; F 21-a; 71 fr. with disk: 14 min.

Food Handling. Part II: Refrigerated Food Storage Principles—How to use a refrigerator most effectively for the preservation of food. USPHS; F 21-b; 62 fr. with disk: 12 min.

Fundamentals of Detergents—Basic principles of cleaning; uses of detergents; varieties of detergents; need for choosing detergent with chemical composition best suited to cleaning job. USPHS; 5-079; 72 fr. with disk: 9 min.

High Temperature Short Time Pasteurization—Procedures to be followed by a milk sanitarian in inspecting, testing, and understanding the complex equipment that controls the pasteurization of milk by the HTST method—heating to at least 161° for not less than 15 seconds. USPHS; M 10-a; 21 min.

Home Safety and Health Department—Prevalence of home accidents; hazards in the homes; necessity for home safety; assistance given by health departments in promoting home safety. USPHS; 5-118; 91 fr. with disk: 15 min.

Oral Hygiene: Toothbrush Technique—Prevalence of tooth decay; need for periodic oral prophylaxis; home care of teeth including proper use of toothbrush. USPHS; 5-135; 30 fr. with disk: 5 min.

The Production and Processing of Oysters—Growing, shucking, packing, handling, and shipping oysters; need for sanitation. USPHS; 5-098; 90 fr. with disk: 9 min.

History


Blood and Bullets—Need for blood donations; use of blood transfusion in Korea; procedure for donating blood. USA; AFSR 124; 14 min.

Reds Launch Spring Offensive—The Korean War, April 20–May 20, 1951. USA; CB 110; 15 min.

Turning the Tide—The Korean War, August 10–September 20, 1950. Animation and combat footage. USA; CB 102; 22 min.

UN Forces Cross the 38th Parallel—(1) Korean War, March 20–April 20, 1951. (2)

(Concluded on page 8A)



The New Cathedral Basic Reading Program

CURRICULUM FOUNDATION SERIES

The Reverend John A. O'Brien ★ William S. Gray
A. Steri Artlely May Hill Arbuthnot
Marion Monroe Lillian Gray

TAKE SPECIAL NOTE OF

When you examine the new first-grade materials—

- the careful development of interpretation skills—capitalizing on genuine plot stories
- the powerful word-perception program, which gets results right in first grade
- broadened pre-reading program—to benefit both child and teacher as never before
- new help for the slow-learning child
- foundation of a long-range audio-visual program in literature—both poetry and stories
- entirely new guidebook material—right where it helps the most, bound with a copy of the child's book, to give you teachable and interesting TEACHER'S EDITIONS

We'd be glad to send you further information
just write to

SCOTT, FORESMAN AND COMPANY

The Catholic Schools Department E. J. Fletcher, Manager Chicago 11, Illinois

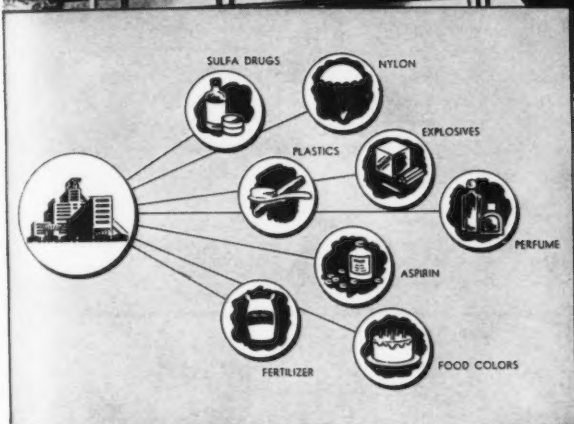


THE TRUE STORY OF COAL

Research makes coal more useful every year!



1 RESEARCH turns coal into gasoline and oil. Synthetic fuel plants like this may someday supply most of America's liquid fuels.



2 CHEMICAL RESEARCH has made bituminous coal the basic raw material needed to make over 200,000 useful products.



3 RESEARCH developed marvelous continuous mining machines like this to mine coal faster and more economically.

COAL is the nation's major source of heat, light, and power. Today—thanks to research—better coal preparation, modern combustion equipment, and more efficient boilers make it possible to get as much as three times the energy from a ton of coal as was possible thirty years ago.

But coal is more than a fuel. It is also a basic raw material—for instance, every ton of steel requires the carbon in a ton of coal. And, too, it is an endless storehouse of chemical wonders—a base for synthetic fuels, drugs, plastics, nylon, perfumes, paint, thousands of products used in everyday life.

America has plenty of coal reserves to meet these needs—enough to last for centuries. And to supply this

coal, America has the world's most progressive coal industry. Modern mining methods and new mining machinery have raised the output per-man per-day in America's coal mines 32% since 1939—one of the greatest efficiency gains made by any industry.

America can count on coal as the abundant source of a better life—now and for the future!

FREE TO TEACHERS

"THE GENIE STORY," a new booklet for classroom use, showing in a sequence of color illustrations and simple dialogue how a schoolboy learns from the genie the magic of coal.

For your copy and a list of other teachers' aids, fill in this coupon and send it to: Bituminous Coal Institute, Educational Department, 320 Southern Building, Washington 5, D. C.

(PLEASE PRINT)

Name _____

Street _____

City _____ Zone _____ State _____

Position _____

BITUMINOUS COAL

BITUMINOUS COAL INSTITUTE
A DEPARTMENT OF NATIONAL COAL ASSOCIATION
Washington, D. C.

Audio-Visual Aids

(Concluded from page 6A)

General Eisenhower announces activation of SHAPE headquarters.
USA; CB 109; 19 min.

Natural and Physical Sciences

The Analytical Balance: Basic Principles—How to use the analytical balance to measure minute quantities of matter to the nearest 1/1000 gram.

USPHS; M 12; 19 min.

Identification of U. S. Species of Anopheles Larvae—Introductory taxonomic information and methods of distinguishing *Anopheles* larvae from larvae of other mosquitoes and aquatic insects.

USPHS; 5-061; 78 fr. with disk: 16 min.

An Introduction to Bacteriology. Part I: Basic Biology of Bacteria—What bacteria are; how they differ in type; how they feed and multiply; how they are controlled through boiling, freezing, and pickling. Elementary film for nonprofessional audiences.

USPHS; 5-174; 56 fr. color with disk: 7 min.

An Introduction to Bacteriology. Part II: Identifying Pathogens—Methods of identifying pathogenic bacteria in milk, water, and food which cause typhoid fever, dysentery, septic sore throat, tuberculosis, brucellosis, infant diarrhea, botulism, and acute food poisoning.

USPHS; 5-175; 64 fr. color with disk: 9 min.

Political and Social Sciences

Board of Education—Residents of a rural community in the U.S. organize to obtain a modern consolidated school and improved educational opportunities for their children. Prepared originally for use in Occupied Areas.
USA; 23 min.

Evaluating a Nation—Concepts for evaluating the strength of a nation in terms of national and global power; relationship of those concepts to the Communist scheme of world conquest; and the need for sending American troops to Europe.

USA; AFIF 18; 19 min.

Leaders of Tomorrow—Japanese teen-age boys and girls preparing to become leaders of tomorrow in their own communities by studying principles of democracy at youth centers sponsored by the American Red Cross and SCAP. Produced for civilian use in Japan.
USA; 20 min.

Letter to a Friend—Establishment of a "pen pals" club in Japan in order that Japanese boys and girls may correspond directly with boys and girls of their own age in the U.S. Produced for civilian use in Japan.
USA; 20 min.

A Story of Goodwill—Four students at International House (Korean, Japanese, Chinese, and Filipino) discuss assistance given their countries by the United States. South Korean and Chinese tell how their people are being enslaved by the Communists. Pre-

pared originally for use in Occupied Areas.
USA; 19 min.

Working Through College—Assistance provided a college student in finding a job to help meet expenses and provide practical work experience. Prepared originally for Occupied Areas.

USA; 20 min.

World in a Schoolroom—Citizens of Manhasset, L. I., N.Y., give demonstrations of their various skills in the schoolroom so that students may benefit from seeing the practical application of principles and techniques. Prepared originally for use in Occupied Areas.
USA; 17 min.

U. S. Government

This Is West Point—Activities and training of cadets at the U. S. Military Academy.
USA; M 7726; 28 min.

This Is Your Navy—Major components of the U. S. Navy, including fighting ships, supporting activities, and long-range programs of research and training.

Thou Shalt Have Faith—Army Field Band Choral Group singing "Ave Maria," and "The Lord Is My Shepherd"; background scenes of religious paintings.
USA; M 7806; 7 min.

Women in the Air Force—Training, activities, and responsibilities of the WAF.
USAF; SFP 258; 16 min.

English Is Our Language

STERLING • STRICKLAND • LINDAHL • KOCH • RICE • LEAFGREEN • BISHOP



For grades 1 through 8. A basal series offering thorough training in observing, listening, reading, speaking, and writing. Soundly based on recent studies of child development. Suggestions from English teachers throughout the country have been used to increase the practical teachability of these texts. The introduction of skills is carefully co-ordinated with the growth of the child's abilities, needs, and interests. Maintenance of skills and training in self evaluation are stressed. There is a rich program of activities for pupils. Lively and colorful illustrations help to hold pupils' interest.

Guide for Teaching Grades 1 and 2; Textbooks, Studybooks, and Guides for Teaching Grades 3 through 8.

D. C. HEATH AND COMPANY

Sales offices: New York, Chicago, Atlanta, San Francisco, Dallas Home office: Boston

Every day, more of your students "graduate" to IBM's . . .

WHY NOT TEACH* THEM ON IBM's

**Tests prove they learn faster and become more proficient typists on IBM's, too.*



First Bancredit Corp., St. Paul, Minn.—one of thousands of organizations now using IBM Electric Typewriters.



Electric Typewriters

INTERNATIONAL BUSINESS MACHINES



Send for free Teaching Aids

IBM, Dept. CA-2
590 Madison Ave., New York 22, N. Y.

☐

Please send booklet "Electric Typewriters in Education," and complete educational kit.

☐

We'd like to see your full-color sound movie, "Electric Typing Time" on _____ (date)

Name _____

School _____

Address _____

City _____ State _____



Thousands of dollars in film damage have been saved by this exclusive Victor design, which brings you these safety features:

1 SAFETY FILM TRIPS

stop the projector instantly before damage can occur in the event of lost film loop from careless threading, bad splices or torn sprocket holes.

2 180° SWING-OUT LENS MOUNT

provides easy access to film channel and aperture plate for removal of dust and grit.

3 DUAL FLEXO PAWLS

(famous cushioned action) slide into film perforations accurately instead of punching new holes.

A Victor projector treats film gently . . . handles film safely. New and experienced operators alike prefer this extra security.

You can also be sure of maximum picture brilliance . . . abundant, realistic sound . . . and years of dependable, trouble-free performance with a Victor projector.

For complete information and the name of your nearest Victor distributor or dealer, write today to Dept. I-38.

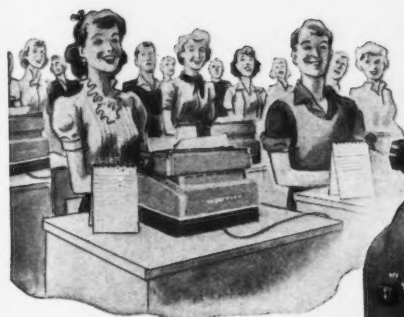


VICTOR ANIMATOGRAPH CORPORATION

DAVENPORT, IOWA

New York • Chicago • Distributors Throughout the World

For that **BIG STEP** from **SCHOOL** to **OFFICE**



TIPS ON TEACHING
by George L. Hossfield
*10-times World's
Champion Typist*

The electric typewriter, while it is comparatively young in years, is here to stay. Within the past few years thousands of manual typewriters have been replaced by electrics in offices throughout the land; teacher training institutions are alert to necessary changes in teaching methods and in several instances have conducted experimental classes in electric typing; hundreds of schools are installing electric typewriters to give students the opportunity of familiarizing themselves with the operation of an electric typewriter because of this growing popularity.

Electricity eliminates so much work effort that it is more like play to operate an electric typewriter; consequently a beginner will learn with much greater ease, and speed will come much faster. Don't consider the electric typewriter as solely a machine for advanced students. Try a beginners' class—you'll be pleased with their progress.

Your
Students are
**BETTER
PREPARED** when
trained on the Underwood

—All Electric—

More and more offices are rapidly adopting Electric Typewriters to meet increasing needs for greater output as well as better work...

Prepare your students *now* by teaching them the Underwood All Electric way.

Impart the *Electric Touch*::: equip your students with a "professional skill" that will enable them to meet opportunities more than half way.

The Underwood All Electric Typewriter completely answers every demand...faster, and with minimum effort. In your classroom it makes teaching more rewarding. Enthused

students, encouraged by their rapid rate of progress...learn faster...more thoroughly...giving you more time in which to teach other important business skills.

Remember, too, that most techniques acquired on the Underwood All Electric Typewriter are "carried over" by students when operating the manual typewriter.

Be sure you see the new "easy-to-teach-on" Underwood All Electric... the typewriter which is winning the acclaim of teachers...and businessmen...everywhere! Call your local Underwood representative today and arrange for a demonstration.

Underwood Corporation

Typewriters . . . Adding Machines
Accounting Machines . . . Carbon Paper
Ribbons

One Park Avenue, New York 16, N. Y.
Underwood Limited, Toronto 1, Canada
Sales and Service Everywhere

© 1952



UNDERWOOD *—All Electric—* **TYPEWRITER**...made by the Typewriter Leader of the World

A Modern 5-Grade Grammar Course **CONQUESTS IN ENGLISH SERIES**

By Sr. Leonita Mulhall, Ph.D., and Earl J. Harlan, Ph.D.

FEATURES:

1. Visual Aids to learning. The material is organized in units of gradually increasing difficulty—"Units of Growth."
2. Each unit carries a specific aim which challenges the pupil's attention, directs his thinking and stimulates his interest.
3. Tests of mastering follow each lesson.
4. Each drawing embodies a definite point of instruction.
5. The pupil grows up, step by step with the teaching.
6. All illustrations have been carefully prepared, so that persons depicted are modest in attire, correct in posture and seemly in deportment.
7. Books 3-6 are illustrated in several colors. Books 7 and 8 in one color.

IN LANGUAGE TOWN

Grade 3
Games, puzzles and other activities awaken the pupil's awareness to simple grammatical forms, 184 pages. \$1.05

CLIMBING STEP BY STEP

Grade 4
Action is the keynote. The lessons are applied to situations in the pupil's own social life. 240 pages. \$1.08

LEARN, KNOW, DO

Grade 5
Sentence and paragraph structure are correlated with interests and happenings in daily life. 215 pages. \$1.11

SEE, HEAR, SAY

Grade 6
Essential rules of politeness are woven into the text. Sentence structure is strongly accented; bibliographies are constructed. 213 pages. \$1.11

WORD WAYS

Grade 7
A series of ordered experiments in syntax, punctuation, spelling, pronunciation. Helpful rules enable the pupil to remember what was learned in the "activities." 273 pages. \$1.26

MASTERING SENTENCES

Grade 8
As the student learns sentence structure he develops skill in spelling, punctuation and pronunciation. Business life forms the background of this final volume. 422 pages. \$1.50
Teacher's Manuals for each text gratis.

A 10-Book Reading Series for the 8 Grades

AMERICAN CARDINAL READERS

Editor of Lower Grade Readers, EDITH M. McLAUGHLIN, Former Critic Teacher Parker Practice Schools, Chicago. Editor of Upper Grade Readers, T. ADRIAN CURTIS, A.B., LL.B., District Superintendent, Formerly Principal Alexander Hamilton Junior High School, New York. A Large Staff of Associated Editors.

A series designed to aid and develop reading ability, cultivate taste and appreciation, enrich the mental life and mold character. Accessory material and teachers' material are provided to help the instructor.

PRE-PRIMER, Ready to Read. 25 illus. in color 29 pp. Grade 1, \$.18
PRIMER — 92 illus. in color, 98 pages. Grade 1, .54
BOOK 1 — 107 illus. in color, 177 pages. Grade 1, .60
BOOK 2 — 94 illus. in color, 217 pages. Grade 2, .72
BOOK 3 — 93 illus. in color, 249 pages. Grade 3, .78
BOOK 4 — 69 illus. in color, 284 pages. Grade 4, .84
BOOK 5 — 28 illus. in color, 337 pages. Grade 5, .90
BOOK 6 — 26 illus. in color, 393 pages. Grade 6, .96
BOOK 7 — 452 pages. Contains Home Reading List. Grade 7, 1.02
BOOK 8 — 556 pages. Contains Home Reading List. Grade 8, 1.08
Teachers' Manuals, Accessory Material

A Catholic Civics Text for Upper Grades

OUR GOVERNMENT AND OUR CIVIC DUTIES

Edited by SR. FRANCIS JOSEPH, M.A.

Sisters of Providence, St. Mary-of-the-Woods, Indiana

Shows how we are governed and how civil authority depends upon The Divine Law. A text to promote the high ideals of citizenship. 316 pages, illustrated. General Edition, \$1.66

SPECIAL EDITIONS for-Belleville, Denver, Ft. Wayne, Hartford, Indianapolis, Kentucky, Michigan, Missouri, Nebraska, Newark, Ohio, Peoria, Wisconsin and Texas. \$1.71

BENZIGER BROTHERS, Inc.

6-8 BARCLAY STREET

NEW YORK 8, N. Y.

Telephone: ALgonquin 4-3053

BOSTON 10 • CHICAGO 6 • CINCINNATI 1 • SAN FRANCISCO 3

The New Easy Way to **GOOD** **HANDWRITING**

A progressive plan for the child each year, from simple printing in the first grade to cursive writing in the eighth grade.



CORRELATION IN HANDWRITING

By Frank N. Freeman, Ph.D.

- ✓ Scientifically selected vocabulary at each learning level
- ✓ Psychologically adapted to a child's other activities
- ✓ Attractively presented

Write for free information to —

THE ZANER-BLOSER CO.

612 NORTH PARK STREET • Dept. C • COLUMBUS 8, OHIO

For permanent power and understanding

MAKING SURE OF ARITHMETIC

MORTON • GRAY
SPRINGSTON • SCHAAF

The 1952 Edition

Tested and refined in many diocesan adoptions. New teaching aids; new practice materials; new problem materials.

Grades 1-8

Workbooks and Guides

MAN IN HIS WORLD

BARROWS • PARKER
SORENSEN

Geography as a guide to understanding man as a social being, with ethical relationships to all other men, and with ethical responsibility for the earth's resources.

Grades 4 — Junior High School
Workbooks and Guides

Inquire about our filmstrips for social studies.

SILVER BURDETT COMPANY

NEW YORK — 45 East 17th Street
CHICAGO — 221 East 20th Street

DALLAS — 707 Browder Street
SAN FRANCISCO — 604 Mission Street

All Catholic Elementary Teachers Should Send For This Invaluable Booklet...

**Suggested Visual Aids Based On
"Guiding Growth In Christian Social Living"**

Now you can have an authoritative booklet which makes it easy for you to integrate all your Audio-Visual teaching with the basic principles of Catholic education.

This invaluable guide is a compact booklet, prepared by Sister M. Aquinas, O.S.F. It lists the educational films previewed and recommended by authorities as those most suitable for helping the child understand and enjoy science. It lists other important visual aids. And it outlines a complete correlation with the entire curriculum for Christian Social Living. (Please note that the films recommended include those from a number of producers, of which EBFilms is only one.) Send 50¢ today for *your* copy of this most helpful booklet. Use handy coupon below.



**DEPARTMENT OF CATHOLIC EDUCATION
ENCYCLOPAEDIA BRITANNICA
FILMS**

WILMETTE, ILLINOIS

New York • Chicago • Boston • Atlanta • Dallas
Pasadena • Birmingham, Mich. • Portland, Ore.

Send Only 50¢ for
Sister M. Aquinas'
"SUGGESTED VISUAL AIDS"
(Correlated with... "Christian Social Living")
and the New Free EBFilms Catalog.



Department of
Catholic Education,
Encyclopaedia
Britannica Films,
Wilmette, Illinois

Gentlemen: I am enclosing 50¢ in coin for Sister M. Aquinas' "Suggested Visual Aids". I understand I will also receive at no charge, the EBF catalog.

Name _____

Title _____

School _____

City _____ Zone _____ State _____

NEW TEXTS

For Your Elementary Grades

HAPPY TIMES WITH SOUNDS

by *Lola Merle Thompson*

A complete study of the ever-enlarging field of phonics — three new, popular workbooks for Grades I, II and III — carefully tested — FREE: Teachers' Handbook.

HAPPY TIMES WITH NUMBERS

by *Evelyn Fershing*

Three new pictorial workbooks for the arithmetic beginner — carefully graded and tested — for Grades I and II. *Illustrated in attractive colors.* FREE: Teachers' Manuals.

THE COMMUNITY WHERE I LIVE

by *Mary Lusk Pierce*

New, 1952 Edition with brilliantly colored illustrations. An introduction to Geography. Teachers' Manual.

JOURNEYS THROUGH THE AMERICAS

by *Stull and Hatch*

The newest member of the Stull-Hatch Series — fully up-to-date and the most colorful of the series — complete, unified description of all the countries of the Western Hemisphere. Workbook and Teachers' Manual.

Other Titles in the Stull-Hatch Series:

JOURNEYS THROUGH MANY LANDS
EUROPE AND EUROPE OVERSEAS
ASIA, LATIN AMERICA,
UNITED STATES

Complete Details Sent on Request

ALLYN AND BACON

Inc.

Boston
Atlanta

New York
San Francisco

Chicago
Dallas

Teach Good Writing This easy way! MANUSCRIPT WRITING

by *Marian H. Bronson*



Let your beginners have fun while learning to be good writers. Let them use this fascinating book with pictures and stories which appeals to their young imaginations. Systematically arranged for effective teaching. \$1.50

CURSIVE WRITING

by *Marian H. Bronson*

Develop high writing skill in all grades with this very successful teaching plan in *Cursive Writing*, which emphasizes correct position, relaxation, and timing. Its strong points are:

- a logical approach
- clear visualization methods
- purposeful repetition.

Books for each grade, 20 cents each.

Write for our quantity discount prices.

THE A. N. PALMER COMPANY

221 EAST CULLERTON ROAD

CHICAGO 16, ILLINOIS

Now see the NEW...

PERSONAL AND PROFESSIONAL TYPING

By Dr. S. J. Wanous

PERSONAL AND PROFESSIONAL TYPING contains a new approach to the teaching of typewriting for nonvocational purposes. It emphasizes not only the development of typing skill, but also the development of skill in composition at the typewriter.

Here is a book that takes a new step forward in the teaching of nonvocational typing for everyone. It also builds an excellent background for those students who will go on into regular courses in vocational typing.

You will be delighted with the new techniques and the new applications of this entirely new kind of book.

SOUTH-WESTERN PUBLISHING CO.

(Specialists in Business and Economic Education)

Cincinnati 2

New Rochelle, N. Y.

Chicago 5

San Francisco 3

Dallas 1

NEW Folk Dance Records for Schools by RCA VICTOR



at **45 or 78** rpm speeds

EACH WITH ILLUSTRATED INSTRUCTIONS

HERE IS a new series of RCA VICTOR Records, especially designed for schools and dance groups, now offered to educators for the first time.

This new series comprises sixteen records, available singly, and includes thirty-six different folk dances and exercises. Engaging rhythms that delight children! Familiar and popular selections long in demand by schools!

Squares and reels, polkas, flings, and schottisches, gay festival programs—all these and many more from the folk lore of America, Norway, Sweden, Denmark, England, Germany—and other countries. All orchestrated in zestful fashion, with careful attention to rhythm and tempo.

Comprehensive and illustrated instructions accompany each dance. Records are available at either superior "45" or conventional 78 rpm speeds.

MAIL COUPON NOW FOR FREE BROCHURE

EDUCATIONAL SERVICES

RCA VICTOR

DIVISION OF RADIO CORPORATION OF AMERICA, CAMDEN, N. J.



EDUCATIONAL SERVICES, Dept. 29-B
Radio Corporation of America, Camden, N. J.

Please send me literature describing and listing the
new series of RCA VICTOR Folk Dance Records

Name _____

School _____

Street _____

City _____ State _____

Use the favorite First Communion prayer book designed for the minds and hearts of children—

WELCOME, JESUS

by the Rev. George M. Dennerle and Sister M. Magdela, S.N.D.

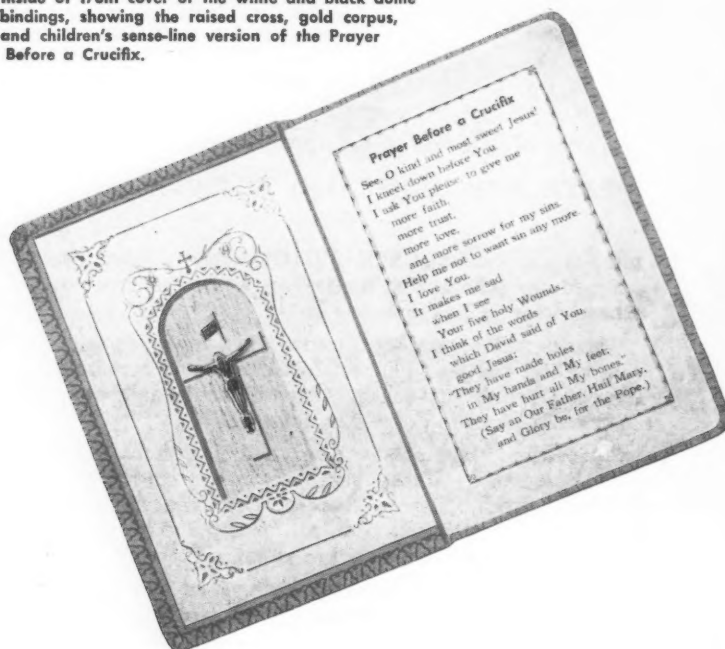
WELCOME, JESUS is the First Communion prayer book that was written and planned especially for the minds and hearts of boys and girls of seven and eight years. In its content, vocabulary, illustrations, format, and lack of italics, it is a *child's prayer book*, not an adult book in a fancy binding.

The authors of this First Communion prayer book are a priest and a Sister who are both thoroughly aware of the child's needs and able to put into text and design the answers to those needs. Father Dennerle has had many

years of experience as a pastor of a parish with a large school and as a director of the Confraternity of Christian Doctrine. Sister Mary Magdela, S.N.D., is a grade school teacher of many years with experience in training children for First Communion.

WELCOME, JESUS will help you to inspire your class and to make their First Communion day one that will be the greatest of childhood in love and devotion, in understanding and appreciating, in a child's little way, the wonder and beauty that is Holy Communion.

Inside of front cover of the white and black dome bindings, showing the raised cross, gold corpus, and children's sense-line version of the Prayer Before a Crucifix.



Ask your First Communion Goods Supplier for samples and prices of WELCOME, JESUS, available in First Communion kits of various styles and prices.

THE BRUCE PUBLISHING COMPANY
603 Bruce Building Milwaukee 1, Wisconsin



#20B

#20W

#25B

SPECIAL FEATURES

- All the important, needed prayers in language the child can understand
- Beautiful illustrations—many in full offset colors—made especially for this book
- Prayers in conformity with the wording of the revised Baltimore Catechism
- Sense lines, instead of page lines
- Vocabulary that has been checked against standard word lists
- Durable and washable bindings



#25W

BINDINGS

- #25W — White washable laminated dome cover with colored picture, crucifix inside front cover and indulgenced prayer opposite, gold edges\$2.50
- #25B — Black pyroxylin coated, washable, leatherette dome cover, crucifix inside front cover and indulgenced prayer opposite, gold title, gold edges\$2.50
- #20W — White washable leatherette cover, gold chalice printed inside front cover, gold title, gold edges\$2.00
- #20B — Black washable leatherette cover, gold chalice printed inside front cover, gold title, gold edges\$2.00



Open up fascinating new worlds...with easy-to-use

World Book Encyclopedia

Even a 9-year-old's question about circuses can lead to a rewarding classroom project, when you rely on World Book! Youngsters who look up "Circus" in World Book find a wealth of information, along with fascinating pictures. They are then led naturally into the subject of animal performers, animal intelligence, and on into many aspects of animal life.

Eager young fact-seekers learn to find out for themselves, because World Book is so simple in its organization. Subjects are arranged alphabetically like a telephone book. And the more than 15,000 cross-references are additional assurance that all aspects of a subject are within reach.

In your task of preparing classroom work, you will find the "Reading and Study Guide" especially helpful. In this volume, World Book's vast store of knowledge is classified into 44 major areas. The plan for this remarkable guide was carefully checked with school courses. In fact, all important classroom material in World Book has been organized by educational experts so you can easily fit it into your own program.

Specially prepared reprints are also available on request. We welcome the opportunity to share in your cherished task of opening up fascinating new worlds to young minds.

1st Choice of America's Schools and Libraries
for more than 30 years



World Book Encyclopedia • Published by Field Enterprises, Inc.,
Educational Division • 35 E. Wacker Drive, Chicago 1, Illinois

FREE! Send for "Animal" and "Ant" specimen articles reprinted from World Book. Try them on your classes! Address World Book, Dept. 1133, P. O. Box 5968, Chicago 80, Ill.



NAME

SCHOOL ADDRESS

CITY

ZONE

STATE

Available Soon!

A New Edition of the Successful Catholic School Speller

The New Catholic School Speller

Prepared under the direction of
The Rt. Rev. Msgr. C. E. Elwell,
Superintendent of Schools, Diocese of
Cleveland

By **Sister M. Margaret, C.S.J.**
Sister M. Marguerite, S.N.D.
Sister Mary Mark, H.H.M.

*Maintaining the well-planned lessons
which bring word mastery to children.*

✓ Increased emphasis on phonics in Grades
2 and 3

✓ New dictionary skills development in Grades
4, 5, 6

✓ Increased emphasis on semantics, word
origins and derivations in Grades 7 and 8

LIDLAW BROTHERS

CHICAGO

NEW YORK

SAN FRANCISCO

ATLANTA

DALLAS



For Better Learning

FAITH AND FREEDOM, NEW EDITION— FIRST GRADE

Full equipment for learning to read in a series that instills Catholic principles of Christian social living. Written by Catholics for Catholics. Simplified vocabulary and other new features in the New Edition.

OUR SINGING WORLD

Pitts-Glenn-Watters. A wealth of beautiful songs in an attractive series directed at musical response as well as knowledge. Books, Records, Manuals.

TIEGS-ADAMS SOCIAL STUDIES SERIES

An integrated program of history, geography, and citizenship to develop patriotic and intelligent citizens.

Write
for full
information.

Ginn and Company

Home Office: Boston

New York 11

Chicago 16

Atlanta 3

Dallas 1

Columbus 16

San Francisco 3

Toronto 5

CATHOLIC CHILDREN'S BOOK CLUB

SELECTIONS FOR MARCH, 1952

P GROUP THE HAPPY MOOMINS
Picture Group by *Tove Jansson* Bobbs-Merrill, \$2.50

A GROUP THE SECRET OF BARNEGAT LIGHT
Intermediate by *Frances McGuire* Dutton, \$2.50

B GROUP THE CRUSADE AND THE CUP
Older Boys by *Elizabeth Bleeker Meigs* Dutton, \$2.50

C GROUP SUE'S CIRCUS HORSE
Older Girls by *Judith M. Berrisford* Dodd, Mead, \$2.50

D GROUP HOW THE WORLD WAS EXPLORED
Knowledge Builders edited by *Lancelot Hogben* Lothrop, \$1.50

**ALL BOOKS AVAILABLE TO SCHOOL
LIBRARIES AT 20% DISCOUNT**

Order } **CATHOLIC CHILDREN'S BOOK CLUB**
From } 145 East Fifth Street, St. Paul, Minn.

Yes... I'm a Copy-cat!



...and now
teaching
is fun!

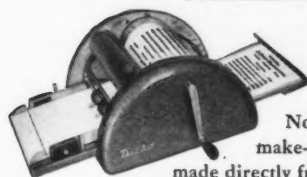
"Sure. I crack down on 'copy-cats' who peek at others' papers and 'crib' answers. Yet recently I, even I, peeked into the methods of Miss Mayhew. Where I felt drab and scattered, she was full of bounce. Where I toiled to do a good job, her classes were bright as buttons, seemingly by themselves. So—I peeked. *And I've copied her answer:* DITTO LESSON MATERIALS, used freely!

"Now it's easy to tutor the laggard, challenge the precocious, stimulate everybody's interest.

Now my teaching is coordinated; I have arrived at smooth, equalized class progress. Now I have time and energy for self-improvement and really creative teaching... and HOW much better I feel!

"As a spring tonic for teacher and classes,

I recommend DITTO Lesson Materials!"



DITTO D-10

Direct (Liquid) Process Duplicator

No stencil, no mat, no inking, no make-ready. Up to 300 clear copies made directly from anything you type, write or draw. Makes 120 bright copies a minute, in 1 to 4 vivid colors at once. Finger-tip "Magic" Copy Control assures all-over intensity of every copy, on any weight paper or card from 3" x 5" to 9" x 14". See DITTO in action—ask for FREE demonstration.

4 Million Pupils in 35 Thousand Schools

are taught each year with

W DITTO®

NOW... 65 NEW DITTO WORKBOOKS

New subjects include: Reading Readiness—Learning Forms, Books I-II (Kindergarten); Learning Words, Book I (Primer Level), Book II (First Reader Level); Birds (Grades 2-4 Level); completely new and modern Arithmetic Books, 3 parts for each of grades 2 through 5; Language, grades 2 through 8; Simple Science Experiments, Books I-II (Middle grades) and dozens of other titles by well known educators, embodying teacher-approved procedures. Most prices: \$2.00 for Gelatin; \$3.25 for Direct Process. Get FREE CATALOG NOW.

FREE! See for yourself how you stimulate interest, save hours of classroom time and virtually eliminate night work with abundant, low-cost DITTO Lesson Materials. Choose from splendid new titles in the DITTO Workbook Catalog, sent FREE with sample lessons, ready to use. Each page makes 100 gelatin or 200 liquid copies. Mail the coupon now!

- WORD STUDIES • ABC BOOKS • PRE PRIMER • LEARNING WORDS
 - NATURE STUDIES • ANIMAL STORIES • BIRD FRIENDS • SOCIAL STUDIES
 - PHONIC • HEALTH & SAFETY • ARITHMETIC 1st GRADE THRU 8th • ART
 - LANGUAGE FROM GRADES 2 THRU 8 • GEOGRAPHY GRADE 4 • GEOGRAPHY GRADE 5
 - SCIENCE BOOK 1 • SCIENCE BOOK 2 • OTHER LANDS
 - U. S. & CANADA
- ...and many others

For Bright Copies and Brighter Classes Mail This Now

DITTO, Inc., 612 So. Oakley Blvd., Chicago 12, Illinois

Gentlemen: Without obligation, please send:

- ☐ Literature on your new D-10 Liquid School Duplicator
☐ Free samples and catalog of new Workbook Lessons for Liquid ☐
or Gelatin ☐ Duplication. (Specify which type machine you use.)
☐ Arrange a Ditto demonstration for me.

Name _____

School _____

Address _____

Post Office _____ County _____ State _____

A LITURGICAL PRAYER BOOK in the Tradition of the Church St. John's Missal *for every day*

Imprimatur: Francis Cardinal Spellman

Completely up-to-date with all NEW MASSES. In Conformity with the latest decrees. Printed on non-glare india paper, in the most legible, easy to read type.

1229R—Cloth, red edge.....	\$2.95
1352—Imitation Leather, gold edge..	4.90
1501—American Seal, red edge.....	5.70
1501—American Seal, gold edge.....	\$6.50
1532—Tan Leather, gold edge.....	7.50
1520—Morocco, leather lined, gold edge	10.00

THE HOLY WEEK and EASTER WEEK BOOK

by Rev. O. Huff, S.J.

Contains the complete text of daily Mass and ceremonies from Palm Sunday to the Sunday after Easter, and, the complete text for Tenebrae for Wednesday, Holy Thursday and Good Friday: The Way of the Cross: Explanation of the ceremonies of Passiontide and the significance of the Liturgical Prayers. Sizes 4 x 6, Latin English Text. Imitation leather, red edge, ribbon marker....\$2.50

For Children

JESUS COME TO ME

A prayerbook for the First Communion age group. 2¼ x 4—171 pages—with 25 illustrations in color.

Imitation leather, gilt stamp, white or black cover.....\$.70

Padded cover, white or black, gold edge..... .90

White celluloid, padded cover, gold edge..... 2.00

MY LITTLE JESUS

A book of prayers in verse for little children from morning through the day to bedtime. Red imitation leather, yellow edge.....\$.50

GOD IS WITH US

Verses by Constance Turner Ellis. Illustrated by Mary Sabine. 7 x 10¼—48 pages. Lithographed in two colors. All who have used this book recommend it as among the finest in print with the text matter and illustrations well within the comprehension of the child.....\$1.50

At All Bookstores—Write for Catalogue

C. WILDERMANN CO., INC.

26 Vesey Street

New York 8, N. Y.



HOLT LEADERS

- 1950 **EVERYDAY ARITHMETIC**
Douglass-Kinney-Lentz
Book 1 (Grade 7) Book 2 (Grade 8)
- 1951 **EVERYDAY MATHEMATICS**
Douglass-Kinney-Ruble
General mathematics (Grade 9 or 10)
- 1951 **ALGEBRA I** 1952 **ALGEBRA II**
Morgan-Paige
- ★ ★ ★
- 1952 **SCIENCE**
Davis-Burnett-Gross
General Science — Grade 9
- 1951 **MODERN BIOLOGY**
Moon-Mann-Otto
- 1950 **MODERN CHEMISTRY**
Dull-Brooks-Metcalf
- 1951 **MODERN PHYSICS**
Dull-Metcalf-Brooks

WORKBOOKS and TESTS for SCIENCE TEXTBOOKS

HENRY HOLT AND COMPANY

New York

Chicago

San Francisco

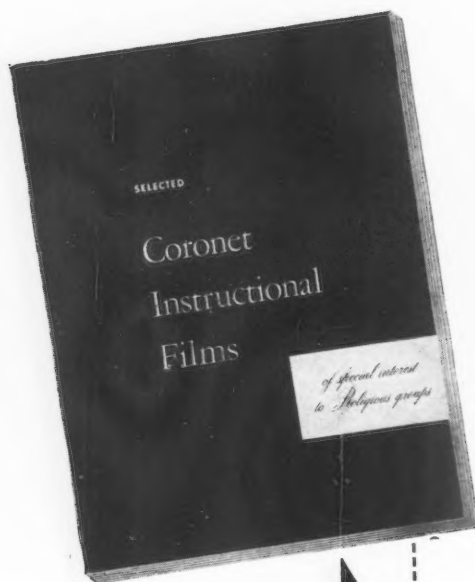
FREE....Coronet Films' New Catalogue

Of special interest to Catholic groups

At the request of numerous religious leaders, Coronet Films presents its first illustrated directory of films that have *special interest for Catholic groups*.

Produced in close collaboration with an outstanding educator, each of the more than 140 films listed in the Catalogue can be used to dramatize important moral concepts of personal interest to your group. For easy selection and programming, the films are divided into seven categories: *For Better Personal Living, For Richer Fellowship and Community Living, For Mission Studies, For Better Family Living, For Understanding Our Religious Heritage, For Children's Program, For Youth Guidance Prior to Possible Military Service.*

To obtain your FREE Catalogue, just fill in and mail this coupon:



Coronet Films

Coronet Building, Chicago 1, Ill.

Please send me the Free Coronet Film Catalogue.

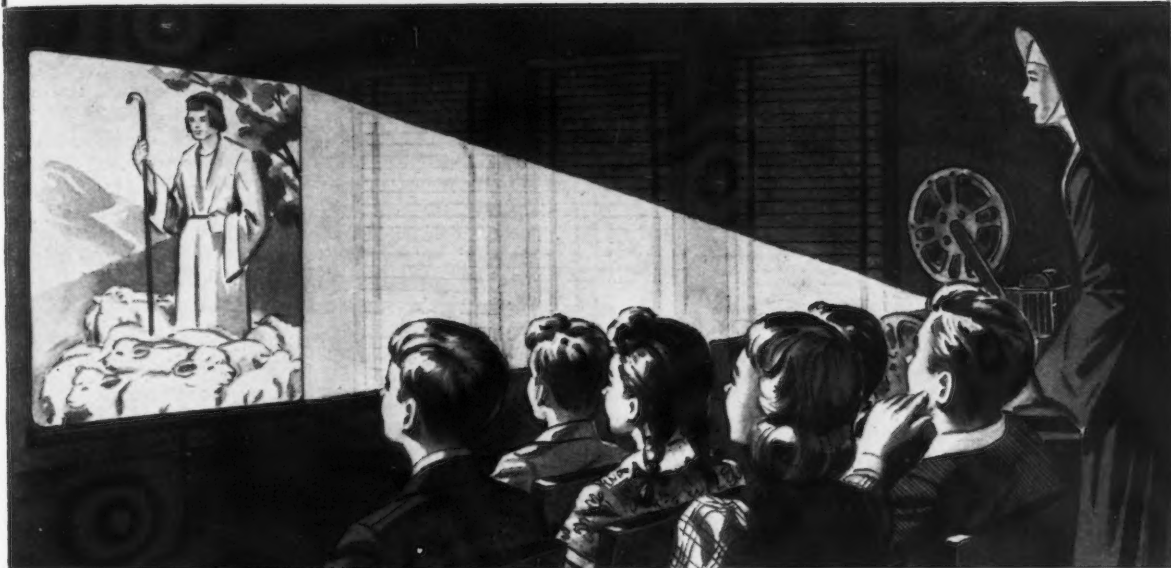
Name.....

Address.....

City.....Zone.....State.....

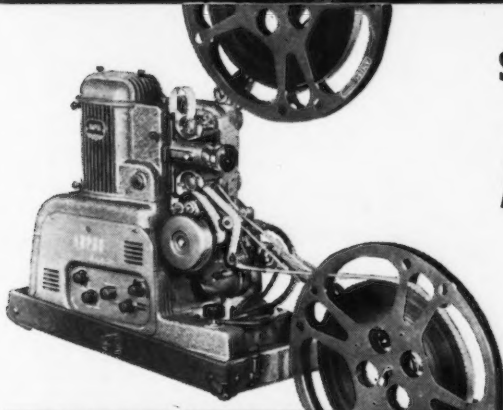
R-3

Keep Parochial Teaching Standards High with this Easiest-to-use 29 lb. Projector!



Students learn faster, teaching is easier with the

AMPRO Stylist 16mm SOUND PROJECTOR



WEIGHS ONLY 29 LBS. COMPLETE

Compact and lightweight, the Stylist can be carried anywhere with ease.

EASY TO SET UP, THREAD AND RUN

A 12-year-old student can operate the Stylist—it's that simple!

SIMPLE CENTRALIZED CONTROLS

Handy panel arrangement puts everything right at operator's finger tips.

Yes, teaching is not only faster and easier with this precision projector . . . youngsters actually learn more, and remember and retain longer.

The remarkable Stylist gives you everything needed in a classroom projector. Extremely portable, the Stylist weighs only 29 lbs. complete. So easy to thread and run, a student can operate it while the teacher is busy else-

where. Clearer, brighter pictures, real-life sound and hour-long reel runs make the Stylist a favorite of teachers everywhere.

You, too, will prefer the Ampro Stylist for your church or school . . . compare it feature for feature with others costing more.

\$399

Complete with 8" Speaker and Carrying Case.

MAIL COUPON TODAY!

Ampro Corp.

CSJ-3-52

2835 N. Western Ave., Chicago 18, Illinois

Rush FREE literature on amazing Ampro Stylist Projector . . . also folder on Ampro Model 690 Power Speaker.

Name.....

Address.....

City.....Zone.....State.....

AMPRO CORPORATION

2835 No. Western Avenue, Chicago 18, Ill.

8mm Cameras and Projectors • Tape Recorders
16mm Sound-on-film Slide Projectors

CATALOG OF REPRINTS IN SERIES

- SUPPLEMENT TO THE TWELFTH EDITION
- COMPILED TO MARCH 1952

The Spring Supplement to this
Buying Guide of the Thrifty Will
Be Published Early in April

In approximately forty-five pages it will list new titles and out of print titles. It will report new series started and series no longer available; also changes in name and price of series.

Copies of the Supplement will be mailed to purchasers of the main volume which locates the thousands of reprints available in eighty-eight reprint series.

If the *Catalog* is not saving you time and money in your order department, you may start now with up to date and complete buying information.

THE CATALOG OF REPRINTS IN
SERIES WITH SUPPLEMENT
\$4.00

THE H. W. WILSON CO.
950-972 University Avenue
New York 52, N. Y.



the
Cram Man
says:

Every Social Studies Classroom Needs a Cram Globe

BECAUSE the earth is spherical in shape, only a globe can give an accurate representation of the whole world.

ONLY FROM A GLOBE, can children get a clear understanding of — relative size of land masses and oceans — rotation and revolution — latitude, longitude and time — reasons for change of seasons and variance in length of day and night.

SINCE GLOBES are so important in the teaching of social studies, why not have the best? Your assurance of the best is Cram, the finest in craftsmanship and most convenient to use.

CRAM'S exclusive development, Markable-Kleenable surface, enables teachers to make better use of globes. Mark with chalk or crayon. Rub clean with dry cloth or tissue paper.

CRAM'S complete line consists of 52 different globe assemblies — one of which is certain to meet your needs.

WRITE TODAY for more information. Ask for our Globe Circular No. 190.

VISIT OUR BOOTH NO. 32
ANNUAL CONVENTION — KANSAS CITY



THE GEORGE F. CRAM COMPANY, INC.

730 E. Washington St.

Indianapolis 7, Ind.



A Completely New, Up-To-Date GEOGRAPHY COURSE

For Elementary and Junior High

This series of Four New WARP'S REVIEW-WORKBOOKS brings your students up-to-date world knowledge and the latest geographical facts. We believe these courses are the most modern available to teachers and students. The books deal individually with North America, Latin America, Europe and Africa, Asia and Australia. Thousands of Parochial School Teachers have successfully used WARP'S REVIEW-WORKBOOKS for the past 35 years, for they have proven a successful educational media and they are so inexpensive. Order now for your Fall Classes. Take advantage of WARP'S Ten-Day Free Trial!

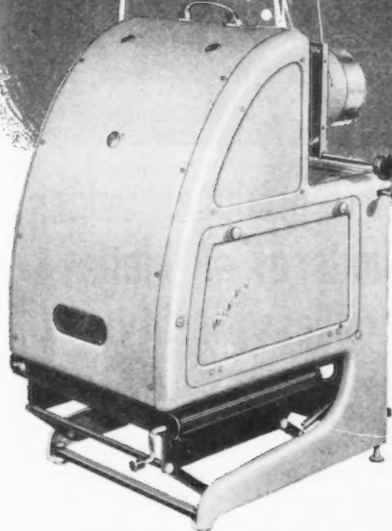
Write for Free Catalogue!

WARP PUBLISHING COMPANY
MINDEN, NEBRASKA
Serving American Education Since 1916

DON'T—Hide the Picture, or Squint into the Light, or Wield a Stick



**BANISH THE
POINTER**
...use an arrow
of light



Old customs die hard. Many lecturers still seem to think they must stand before the screen and wave a wand.

That's outmoded... passé... inefficient, since Beseler put the POINTEX† PROJECTION POINTER on the VU-LYTE. Now the speaker stays behind the projector, views an undistorted picture just as the audience sees it, and points out details by a moving arrow of light. A convenient control knob at the front of the projector enables the speaker to direct the arrow anywhere on the screen just exactly where he wants it.

This patented POINTEX† PROJECTION POINTER is only one of many of VU-LYTE's novel features directly devised to meet the modern needs of visual education teachers and lecturers.

Because VU-LYTE is replete with tested innovations to make both lecturing and viewing easier, it is the unrivalled leader for opaque projection in schools, churches, clubs, and business.

1. YOU CAN use the VU-LYTE in a partially lighted room. Total darkness is not necessary in order to obtain clear, sharp images and brilliant colors—because VU-LYTE provides extra illumination.

2. YOU CAN feed mixed or continuous copy through smoothly, without light flashes, by means of the Beseler FEED-O-MATIC*

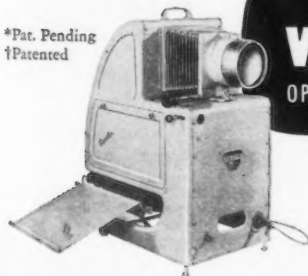
METAL BELT CONVEYOR. As new copy is fed in at the left side of the projector, preceding copy is ejected from the right side.

3. YOU CAN use copy "as is"—without mounting or inserting into any special holding device. The unique Beseler VACUMATIC* PLATEN holds all copy absolutely flat during projection. A full 8½ x 11 page letter or a postage stamp can be projected with equal ease, without curl or flutter.

4. YOU CAN use VU-LYTE on an uneven surface—project on small or large screens. In addition, VU-LYTE is an amazingly quiet and cool-operating opaque projector.

These advanced, exclusive features, plus others, are incorporated in a projector that weighs only 35 lbs. and is **REDUCED IN PRICE.** Ask for free demonstration of the precision-built VU-LYTE in your own projection room. And for more information regarding this truly new concept in opaque projection, ask for booklet **C.**

*Pat. Pending
†Patented



THE NEW
VU-LYTE
OPAQUE PROJECTOR

CHARLES *Beseler* COMPANY
EST. 1869

60 Badger Avenue, Newark 8, N. J.
The World's Largest Manufacturer of Opaque Projection Equipment



Tonight...hear yourself giving NEXT WEEK'S SERMON!



ALTAR BOYS learn the responses readily when tape recordings are used to point out mistakes. Tape can be played back instantly, reproduces voices and inflections faultlessly.



CHOIR TRAINING is simplified with tape. Any number of recordings can be made using the same reel of tape... each recording automatically erases the preceding one.

Tape recording reproduces voices, music, sounds of all kinds with matchless fidelity

How does your speaking voice actually sound? Is it pleasing to listeners? Does it carry the conviction and clarity you desire? A few minutes with a tape recorder will give you the answer and make it easy to polish up your delivery.

This new way of making high-fidelity recordings is finding more and more uses in churches and schools. Tape recorders are as easy to operate as radios, and recordings may be played countless times without loss of quality. Editing of tape is done easily with ordinary scissors and "Scotch" Splicing Tape.



Minnesota Mining & Mfg. Co.
St. Paul 6, Minn.

CSJ-32

- ☐ Please send your free booklet on tape recording.
☐ Arrange a free demonstration of tape recording.

Name.....

Institution.....

Address.....

City..... Zone... State.....



SEND THIS COUPON for your free copy of interesting new booklet showing how tape recording expands church and school activities. We will also be glad to arrange a demonstration of tape recording at your convenience.

The term "SCOTCH" and the plaid design are registered trademarks for Sound Recording Tape made in U.S.A. by MINNESOTA MINING & MFG. CO., St. Paul 6, Minn.—also makers of "Scotch" Brand Pressure-sensitive Tapes, "Underseal" Rubberized Coating, "Scotchlite" Reflective Sheeting, "Safety-Walk" Non-Slip Surfacing, "3M" Abrasives, "3M" Adhesives.

General Export: 270 Park Avenue, New York 17, N. Y. In Canada: London, Ont., Can.

The CATHOLIC SCHOOL JOURNAL

Vol. 52

MARCH, 1952

No. 3

Fostering Vocations in Elementary and High Schools

*Most Rev. Thomas J. McDonnell, D.D.**

MICHELANGELO, perhaps the greatest artist and sculptor of all times, while painting the inspiring frescoes which adorn the Sistine Chapel in St. Peter's, Vatican City, having completed his painting of the Crucifixion and having put such life and reality into this painting, was himself overcome with emotion, and wept. As he visualized, through his own gifted brush, the scene of the first Good Friday, when Jesus Christ, the Saviour and the Redeemer of the world, was crucified between two thieves on Mount Calvary, as a sacrifice for the Redemption of the world. Michaelangelo cried out, "And nobody thinks of it."

In every convent, school, and institution of the Congregation of the Sisters of St. Joseph, in the Diocese of Wheeling, under every Crucifix hangs the memorable words, "And nobody thinks of it."

The Sisters of St. Joseph, in consecrating their lives and their talents to the service of the Crucified Christ, through these inspirational words, ever keep before their minds the thought of Jesus Crucified. With this inspiration ever before them, with greater zeal for souls and a greater love for their Saviour and Redeemer, as all religious do, they daily go into the halls of their orphanages, into the wards and rooms of their hospitals, and into the classrooms of their schools, to enlighten and lead the souls entrusted to their care to an appreciation of the Sacrifice on Mount Calvary. Their one hope is that, by their example and works, they will inspire vocations, so that others will be attracted to their religious life by being constantly reminded, by the Crucifix and the inscription under it, that so few ever give thought to the death of Jesus Christ on the Cross for the salvation of the world. If others would

only give themselves time to think, they could also make that first Good Friday better known and understood by offering themselves to the service of Jesus Crucified.

The Church needs more workers to convert the world at home and abroad to a knowledge of Christ and Christ Crucified. Here in the United States with a Catholic population of more than thirty million, God and religion are not getting even a fair share of those who might labor in a particular way for their personal perfection and for the good of souls. Our institutions are undermanned. There is hardly a diocese in this country, there is not a religious community, that could not double the number of its priests and Sisters and Brothers with profit to the Kingdom of God on earth. Hungry souls must go without spiritual nourishment, children must be deprived of Catholic education, orphans and the sick must be entrusted to the tender mercies of a nonsectarian city or state, because our young men and women will not give themselves in sufficient numbers to the service of God. Perhaps we priests and religious must shoulder a great deal of the blame, that today "The laborers are few, although the harvest awaiting us is great."

Is This Intelligent?

Educators will dispute about the proper age for selecting a lifework. Yet we see young men and women going through our schools and wandering aimlessly without a serious thought as to their future. Some few, it is true, stumble upon a desirable lifework: others, however, through the expensive trial and error method, come eventually to a satisfactory adjustment. Many will graduate from high school and college without any plans for the future and perhaps spoil a happy and successful career because they did not plan their life during

the years preceding graduation. Happiness in life is generally carved out of plans, and successful careers are those which have been planned. Consequently, student direction and counsel play such an important part in the future of young men and women. To idle away one's time in youth, to make no deliberate attempt to discover the will of God, or even to delay overmuch in coming to a decision is to run the risk of spoiling one's entire life, perhaps even of risking one's salvation.

Who Shall Lead?

In our direction and contact with youth, we as priests and religious, having at heart the interest of the extension of God's Kingdom on earth and the salvation of souls, must ever be on the lookout for those chosen souls who are being interiorly called to the service of the Master, but who need the interest and the example of God's representatives to give them the courage to come forth and make that important decision to accept the invitation of the Master, "If thou wilt be perfect, go sell what thou hast and give to the poor and come follow Me."

It is true to say that a vocation comes from above, but God's designs can be hindered or helped by His creatures, and He has ever made use of secondary agents in their execution. The formation of character and the direction of the steps of the young toward the sanctuary is largely in the hands of parents and teachers. How many a happy priest and religious daily thank their Master for the gift of a good mother or father, a priest, a Sister, or a Brother, who first sowed the seeds of a vocation in their childish heart. Fathers and mothers constantly put before their children the various callings and professions of life to help them in their choice. Is the

*Coadjutor Bishop of Wheeling, formerly National Director of the Propagation of the Faith.

grandest life of all, the service of the King of kings, the battling for precious souls, and the extension of Christ's Kingdom to be ignored and never mentioned? If parents are failing to encourage vocations, all the more should the parish priest and the Sister and Brother assume this obligation.

"I Have Chosen You"

A vocation or a call to the priesthood or the religious life is a free gift of God bestowed on those whom He selects. "You have not chosen Me," He said to His disciples, "but I have chosen you," and the Evangelist tells us that "Christ called unto Him, whom He willed." The elements composing the vocation to the priesthood or the religious life are given authoritatively in Canon 538: "Any Catholic can be admitted to the religious life, who is not bound by legitimate impediment, who is moved by a right intention, and who is fitted to bear the burdens of this life."

Often that invitation is extended to those whom we would least expect. Hence we must be alert to encourage any youth who shows signs of a vocation to the priesthood or the religious life.

The Apostles were called by the audible voice of Jesus. St. Paul was stricken from his horse as by a bolt of lightning and heard the cry, "Saul, Saul." But these calls were extraordinary and they enjoyed a privilege which no one has the right to expect. Most of us had to prepare ourselves to answer the call we heard within us, by prayer and watching and inward battling, perhaps even with anguish of soul.

God's Ambassadors

The vast number of those now in God's army were probably determined to enlist by the personal influence of some priest, or Sister or Brother. Sometimes, perhaps, that influence was unconsciously exerted; though more often, probably it was consciously exerted.

The following is a list of some of the ordinary indications of a vocation, taken principally from the works of Father Gautrelet, S.J., and especially his *Retreat Manual*. No one is expected to have all these marks:

1. A desire to have a religious vocation, together with the conviction that God is calling you. This desire is generally most strongly felt when the soul is calm, after Holy Communion, and in time of retreat.
2. A growing attraction for prayer and holy things in general, together with a longing for a hidden life and a desire to be more closely united to God.
3. To have a hatred of the world, a conviction of its hollowness and insufficiency to satisfy the soul. This feeling is generally strongest in the midst of wordly amusement.
4. A fear of sin, into which it is so easy to fall, and a longing to escape from the dangers and temptations of the world.
5. It is sometimes the sign of a vocation when a person fears that God may

call them; when he prays not to have it and cannot banish the thought from his mind. If the vocation is sound, it will soon give place to an attraction, though Father Lehmkuhl says: "One need not have a natural inclination for the religious life; on the contrary, a divine vocation is compatible with a natural repugnance for that state."

6. To have zeal for souls. To realize something of the value of an immortal soul, and to desire to co-operate in their salvation.

7. To desire to devote our whole life to obtain the conversion of one dear to us.

8. To desire to atone for our own sins or those of others, and to fly from the temptations which we feel too weak to resist.

9. An attraction for the state of virginity.

10. The happiness which the thought of religious life brings, its spiritual helps, its peace, merit, and reward.

11. A longing to sacrifice oneself and abandon all for the love of Jesus Christ, and to suffer for His sake.

At least the above will help us in distinguishing those whom we could encourage toward the priesthood or the religious life.

Counsel for Counselors

From attending the Vocation Institutes held annually during the past few years at the University of Notre Dame, South Bend, Ind., under the direction of Rev. John Wilson, C.S.C., and from our regional meetings on vocations held under the auspices of the Missionary Union of the Clergy, the following suggestions were gathered for the priest and religious as a means of encouraging young men and women, in whom we discovered signs of a vocation.

All of us know that God is the sole author of vocations, but no one of us would say that God does not require our co-operation in bringing the vocation to its fruition. There must be interest on our part and we must consider this interest a personal responsibility. We must not be too greatly discouraged regarding the small number of vocations in this country for the priesthood and the religious life. Rather should our Blessed Lord be discouraged that so many of us do not use our God-given talents and powers to encourage vocations.

Let us contact personally those in whom we see signs of a vocation, making them understand that we are not forcing them but that our only purpose is to help them find their vocation.

To start off, we ourselves must give evidence of *personal holiness*. God works through saintly priests and religious. Holiness is a magnetic power. It attracts souls. It moves heaven and earth.

We must give *good example* — young men and women are disappointed when they do not find in our personal lives the ideals they expect.

We must have *understanding* and *sympathy*. Young boys and girls are living in an age when they are greatly affected by the conditions which surround them — pleasures, dress, and entertainment.

We must be *cheerful*. The young wonder if we are happy in our calling. If we are pleasant and agreeable, we shall present a strong argument in favor of the priesthood and religious life.

Personal contact is very important. The Holy Father, a few years ago, published a pastoral, *Cum Nobis*, bringing to the attention of the clergy and religious the need of taking an interest in youth, and the guidance, encouragement, and the inspiration they should give in behalf of vocations. We know that Canon 1353 reiterates this obligation, especially on the part of pastors.

In 1912, Pope Pius X made it clear that vocation was not an interior impulse alone, but consisted in a moral, ordinary intellectual, and physical fitness plus the desire which is not alone emotional. If we find these qualities in a boy or girl it is our positive obligation to go after that youth and suggest the possibility of a vocation to the priesthood or the religious life as the plan of God for their future. This is not intruding on the divine plan. Vocations must be positively sought and nourished but always without pressure or any unworthy annoyance.

Natural and Practical Means

First of all the priest has the confessional to learn of souls close to God. A word from him will often encourage a vocation.

From time to time there should be distributed literature on the different activities of the priesthood and religious orders. A month should be set aside each year for prayers, talks, and exhibits on vocations. When a priest, Brother, or Sister of any community, or any diocese, has been given recognition for something outstanding in the line of duty, this information should be brought to the attention of our youth. Youth loves a hero and is often inspired to imitate him. A visit to the classrooms by a diocesan priest, a religious priest, Sister, or Brother from time to time to speak on the work of the Church at home and abroad is an excellent plan. In high school meetings, at the parents' meetings, the Parent-Teachers Association, there ought to be at least once a year, a good, honest, solid, intelligent presentation by a priest, Sister, or Brother on the real meaning, beauty, honor, and dignity of a vocation and the need for more vocations today. The spiritual consolation of having a daughter a nun, a boy a priest or Brother, and the wisdom of co-operating with God's will, should be emphasized before mothers and fathers. A sermon at all the Masses during Vocation Month is very important. In one diocese in every classroom, and on every sanctuary rail, is placed an attractive pyroglassed framed vocation prayer. The children in the class-

room and the faithful at the time of their private visits to the parish church are urged to say this prayer daily. The prayer reads: "O God, Who wouldst have all men to be saved and to come to the knowledge of Thy Truth, send, we beseech Thee, laborers into Thy harvest, and grant them grace with all boldness to speak Thy Word; so that Thy Word may run and be glorified, and all nations may know Thee the only God and Him Whom Thou hast sent, Jesus Christ Thy Son, our Lord, Who liveth and reigneth world without end. Amen. (From the collect of the Mass for the Propagation of the Faith.)"

"Send, O Lord, workers into Thy vineyard." (from the Roman Missal — Indulgence 500 days. Plenary indulgence under the usual conditions providing that the prayer will have been recited every day for a month. S. Paen. Ap. 22 Nov. 1934.)

The Serra Club in its interest in encouraging vocations to the priesthood is distributing around the parishes and schools a splendid colored sound motion picture telling and showing the story of a boy studying for the priesthood from the time he enters the preparatory seminary until his ordination, and then his years in the priesthood, teaching in the classroom, directing the activities of the youth of his parish, administering the sacraments, and preaching the word of God.

A Call of Distinction

Above all, at the opportune time let us impress upon youth the fact that the call to the service of God is a call of distinction, an opportunity for doing tremendous good, a chance to make this world a better world, the gateway to happiness in this life and the assurance on God's own words, of a hundredfold reward in this life and in the life to come. What a great consolation

to foresee on our deathbed the joy of soul, in appearing before God's judgment seat, after having spent one's lifetime in spreading His Kingdom, preaching and teaching His Word, and bringing souls to the knowledge of the one true God.

Our Honor Roll

A further incentive would be: In order to keep the idea of vocations constantly before the youth and their parents, post in the classroom and the vestibule of the church a list of those from the school and the parish who have dedicated themselves to God's service, mentioning where they are serving. A frame could be made with the inscription: "Sons and Daughters of this parish who are serving in God's army." Underneath might be a picture of Christ walking through the wheat fields with His Apostles, and the text: "The harvest indeed is great, but the laborers are few. Pray ye therefore the Lord of the harvest, that He may send laborers into His Harvest" (Luke 10:2). On either side could be the words: "Take up My Yoke upon you. . . . For My Yoke is sweet and My burden light" (Matt. 11:29, 30). Then could follow the names of the young men and women who have dedicated themselves to God in the priesthood or religious communities. And at the bottom might appear the text: "Go, and do thou in like manner" (Luke 10:37).

Father Meschler, S.J., wrote: "What a glorious Kingdom is the religious state. It is like an island of peace and calm in the middle of the fleeting, changing, restless flood of this earthly life. It is like a garden planted by God and blessed with the fruits of the land and the dew of heavenly consolation. It is like a lofty mountain where the last echoes of this world are still, and the first sounds of a blessed eternity are heard.

What peace, what happiness, purity, and holiness has it shed over the face of the earth."

Perhaps if these words were presented to youth, many boys and girls would have awakened in their hearts a desire to serve God, just as the inspiration of a religious teacher must have influenced the high school student, Mary Ann Bowman, St. Joseph's Academy, Wheeling, West Va., who wrote the following poem:

MY KNIGHT

Every girl dreams of a handsome knight,
A knight on a snow-white steed,
That carries his master through thick
and thin
On to each noble deed.

He must be tall, with shoulders broad,
Eyes of gray or blue,
With wavy hair, a gentle smile,
None less than perfect will do.

Most girls will never find their knight,
But I've found mine, you see
Instead of a sword, He carries a cross,
And says, "Come, follow Me."

His features are straight and regular,
Of a quiet fearless mien.
Wavy hair falling clear to His shoulders,
Hair of a glossy, chestnut sheen.

He's climbing a hill now, look! He's
stumbling!

Oh, won't you help Him? You see,
Unlike knights of old He has a cross,
And the hill is Calvary.

Oh, my Knight has done great things
for me,

And I love Him, you may be sure;
For He is blessed, and holy, and good:
Jesus Christ is the Knight I adore.

The picture to the right shows a Vocation feature of an art exhibit, 6th grade, St. Ignatius School, El Paso, Texas. Figures of Sisters of Loretto at the Foot of the Cross are placed in each state where they conduct schools. Sister M. Bernetta, the principal, is admiring the project. Sister M. Martiniana, originator of the project, is looking on.



Vocations Begin in the Elementary School

*Rev. Barnabus Mary, C.P.**

THE Church of tomorrow is in the classroom of today. Children in our Catholic schools this year will be called upon to provide personnel for the Church of the next generation. Here, then, is a task that faces our Catholic teachers today: it is their God-given duty to provide vocations for the Church of tomorrow.

No one may remain indifferent to this field of the apostolate. Each country and each generation has a right to its quota of consecrated leaders. Without priests, Brothers, and Sisters the Church cannot go on. Therefore, the Code of Church Law (Canon 1353) and the letters of our recent Popes make clear that all those who are in charge of youth must do their share in fostering vocations.

Why in Elementary School?

Many are of the opinion that this responsibility rests chiefly on the shoulders of our high school teachers. In reality, it is the special duty of the Brother and Sister in the elementary grades.

"But these children are too young to know their own minds!"

"They are immature!"

"I did not dream of a vocation until my senior year in high school!"

All these objections have some foundation. Yet it remains true that responsibility for nurturing vocations rests chiefly upon the elementary teacher. Of course there will always be need for a great deal of vocation guidance at the high school level. But this can never substitute for the work that must be done in the elementary grades.

An obvious reason is the fact that a large percentage of seminarians and aspirants to the brotherhood enter preparatory schools immediately after eighth grade. More and more girls, too, begin aspirantship at this age. Others, it is true, make their choice only later. But even in these cases of high school vocation development, the seed must be planted and nurtured long before.

However, the basic reason for this duty of the elementary teacher lies much deeper. It is founded on the right of every child in our Catholic schools to integral Catholic education. Then only is Catholic education worthy of the name when it breathes into every minute of the school day a spirit of Christ-mindedness and Christ-devotedness. To vitalize every subject in the curriculum with a truly Catholic spirit — this is the aim of all Catholic education. The Catholic teacher, then, is an apostle in the fullest sense of the word. Her function is not

merely to teach, but rather to educate and to form. She cannot be content merely to instruct the mind of the child; rather, it is her sublime charge to win the whole child — mind, heart, and will — to Christ. Every teacher in our Catholic schools must be able to make her own the words of St. Paul: "My dear children, I am in labor again, until Christ is formed in you" (Gal. 4:19).

This kind of education is bound to have an influence on the development of vocations. Christ-mindedness in the classroom means Christ-mindedness in the students; and once the spirit of Christ holds sway over mind and heart, vocations come instantly to life. To put it succinctly: integral and intense Catholic education is the culture in which vocations normally develop.

Education and Vocation

It requires only a word of explanation to make clear the intimate relation between true Catholic education and the fostering of vocations. Every vocation involves the grace of a special call from God. In accepting this invitation, priests and religious dedicate themselves to a lifetime in His service. Of their own free will, they choose a state of life in which the worship and service of God form the primary duty. Obviously, the acceptance of this grace requires normally a long range preparation of intense Catholic living. Interest in the things of God and of the Church, readiness to serve at the altar, fervor in attending holy Mass and devotions, reverence for sacred persons and things, generosity in sacrificing oneself for the work of God — this spirit of religion, this strong Catholic spirit, must be fostered if boys and girls are to have the generosity requisite for every vocation.

Now analyze this work of preparation. What else is it but a program of Christ-mindedness? Just let a religious become an apostle in the classroom. Let the teacher meet squarely the right of every child in our schools to an integral and intense Catholic education. As the day follows the night, vocations will develop inevitably.

This kind of teaching requires a faithful following of Christ. He was a teacher to His finger tips. The greatest part of His public life was spent, not in preaching to the crowds, but in teaching twelve ignorant men. For three years He worked at the elementary level to develop the vocations of His slow-witted Apostles. All success in fostering vocations — and this means all success in Catholic teaching — depends on the thoroughness with which our teachers

imitate Him. They must become "other Christs" if their teaching is to have rich and lasting value. The Master Himself assures us, "He who abides in Me, and I in him, he bears much fruit; for without Me you can do nothing" (John 15:5).

Fortunately Christ has left us a consummate manual of His own pedagogy, the Gospels. If only our teachers study this book prayerfully, they will learn the secret of our Lord's teaching technique. With this mastery there will come new power. For teaching is not merely a matter of imparting instruction; rather, it involves becoming "another Christ" with His power to illumine minds and inflame hearts.

Love and Understanding

What was His method? First of all, our Lord loved all those for whom He was working. They had many faults, it is true; still He recognized in them beloved children of His Father. Nothing they ever did or said surprised Him. Often they missed the point of His teaching; they were slow to understand truths that were obvious to Him. It took so long for them to acquire the spirit and to live out the lessons that He tried to teach. Yet the Master was tireless in His patience; without counting the cost, He spent Himself for His disciples.

Our children, too, are dear to God. The very first day of school, a religious teacher can say to any one of the children, "I know you through and through. God has been thinking of you for all eternity. Our Lord has purchased you with His Precious Blood. You are very dear to God; and His grace is in your soul."

Yes, our children are dear to God. And only He knows what great things He has in store for them. Only He can count how many He would choose for His very own, if only they yield a generous will. Indeed, all our children are so loved by God that He has said of them, "Amen I say to you, as long as you did it for one of these, the least of My brethren, you did it for Me" (Matt. 25:40).

The first secret of all success, then, is to love and revere the children. Personal interest means everything to them. A pointed question, a kind word about a family problem, readiness to spend a few minutes after school in conversation — all this goes a long way in winning a child's confidence. In this regard a successful vocation director has remarked that the large number of young religious in her community owe their vocations, under God, to the friendly interest of Sisters who had taught them.

It is true, the modern child often shows signs of thoughtlessness; he is refractory

*Passionist Monastery, 5700 North Harlem Ave., Chicago 31, Ill.

and difficult to handle. But there is reason for this: the home of today is different from the home of the past generation. A teacher, then, must be ready to make allowances. Like Christ, she must be firm, yes; but also very patient and understanding. Love will find a way to the child's heart; sincere, reverent affection will pierce the outer shell of callous indifference that the modern child has reared against a hostile world.

Above all, we must remember that the children do not see God. But they do see the teacher in the classroom who is supposed to be near Him and like Him. A religious with a lovable personality will draw them to love God and to honor Him with a growing spirit of devotedness. For a child is quick to reason as did the valet of St. Francis de Sales: "How good the good God must be, since His servant Francis is so kind."

Power of Prayer

But it is not love alone that brings God's grace to souls; prayer, too, is necessary. Therefore, the second element in our Lord's method was His unceasing prayer for the Apostles. The night before He chose them, He spent long hours on His knees, pleading for the graces they would need. Each evening, after the hard day of preaching in Jerusalem, He prayed for a long while, to win for His disciples divine help to be faithful to His teaching. At the Last Supper, they were His one concern; some of His most touching words were uttered in His prayer for them: "I have manifested Thy name to the men whom Thou hast given Me out of the world. . . . I pray for them. . . . Holy Father, keep in Thy name those whom Thou hast given Me. . . . I do not pray that Thou take them out of the world, but that Thou keep them from evil. . . . For them I sanctify Myself, that they also may be sanctified in truth" (John 17:6-19).

This spirit of prayer must also form a cardinal element in the teaching apostolate of our religious. A vocation is a great grace; it must be won by prayerful pleading. Our Lord has warned us, "Without Me you can do nothing" (John 15:5). On the other hand, He assures us, "Whatever you ask in My name, that I will do, in order that the Father may be glorified in the Son" (John 14:13).

If only, then, a teacher learns to pray each day for the children whom God has entrusted to her, if only she whispers little ejaculations in her heart throughout the day, her words will burn with God's grace to warm the hearts of her pupils with true love of God. This love will prompt them to acts of devotion. Who knows but that these may be the beginning of a vocation, the first acts of religion in a lifetime of consecrated service. When Blessed Brother Benildus died, he could count hundreds of vocations among the boys whom he had taught. Certainly the Rosary that was always twined about his fingers played no



Pupils of 7th grade at St. Aloysius School, Jersey City, N. J., who dramatized the life of Mother Elizabeth Seton as a part of their Vocation Month program, 1951.

little part in the richly blessed apostolate of this holy Christian Brother.

Behold the Lilies!

True love and true prayer will always bear fruit in deeds. Therefore, the third element in our Lord's pedagogy was His competence as a teacher. He knew all truth; He saw it all intuitively. Yet He was a consummate teacher in making His lessons clear and forceful. His technique utilized every teaching device. Thus He brought into play the life and landscape of His country in order to impress truth more deeply on the souls of all. The flight of the bird across the sky, the lily of the field, the lowering sky, the fig tree and the vine, the barren soil of Judea, the lamps of the feast—all these features of the Palestinian scene served the Master as examples and figures for teaching truth.

The Catholic teacher, too, must work hard to make the lesson live. In mind, imagination, and will, our students of today must become true children of God, if any of them are to develop later into priests or Sisters or Brothers. Indeed, is not this the basic requirement of all Catholic education—that the truths of God become meaningful to the student?

Especially in teaching Christian doctrine, the teacher must be ever on the lookout for new ways to express age-old truths. Pictures, stories, examples—all these are necessary to make a vital impression. Ours is the day when children feed on the pulp of comic books. We must have the lives of the saints at our finger tips to match the antics of Superman with the living needs of truly great heroes. Tarcisius and Agnes, Aloysius and Imelda, Therese and Gabriel of the Sorrowful Virgin, Pancratius, Venantius, and Maria Goretti—these saintly boys and girls (whom some of our religious may have forgotten!) have a God-given power to form the minds and hearts of

children. The example of their devotedness to Christ will readily inspire others to similar generosity. And generosity, remember, is the seed of every vocation.

The catechism lesson itself offers many an opportunity to explain the role that priests and religious play in the life of the Church. In this way the student will come to understand what a vocation means; he will learn the worth of a life consecrated to God and to others, and he will appreciate the growing need for vocations.

Posters and pictures, too—above all, the crucifix and the rosary—all these means must be pressed into service to deepen the spirit of religion among our children. Sacred art has a power all its own; it tells a story that one never forgets. Just bring a child under this holy influence, and he will soon enter on a life more devoted to God. Here we touch on a weakness of the modern Catholic home: holy pictures have been removed from its walls; the illustrated family Bible and Butler's picture-lives of the saints are no longer found on the parlor table. The father of lies has convinced men that these things are no longer in style. As a result, the modern child is deprived of what could be one of the richest influences in his life.

All the religious of a community should work together in this program. One has greater artistic ability, and another less; one has a forte for collecting stories, another loves the lives of the saints. Let all learn to share their treasures and to lend their talents. There is no room in fervent religious life for jealous hoarding of gifts that God has given. We are all working in God's cause; there can be no room for thought of self. The ideal of a true religious teacher is the ardent and selfless apostolic ideal of St. Paul: "Provided only that in every way, whether in pretense or truth, Christ is being proclaimed; in this I rejoice, yes and I shall rejoice" (Phil. 1:18).

Energizing Student Activity

People always learn best by doing. Our Lord was familiar with this point of human psychology. And so another element in His teaching method was to share His own ministry with the Apostles. He sent them out to preach and to heal diseases and to drive out devils; He gave them work to do. In this way their spirit of religion and service took on exercise and grew strong.

Human nature has not changed. We, too, must give the children work to do, if they are to develop a strong loyalty to the Church and a heartfelt devotedness to Christ. Each one of them must learn to be an apostle at home; through word and example they should win the whole family to frequent reception of the sacraments and daily recitation of the Rosary. Then, too, there is the classroom altar to decorate and keep in order. A special interest in vocations will be awakened if the students themselves send away for vocation litera-

ture from various communities. They should be encouraged, too, to bring to class clippings from the diocesan newspaper on the life of the Church, on the missions, on the work of priests and Sisters. Such activity always vitalizes interest.

This is the great value of the vocation clubs now in existence. The most familiar are the Don Bosco vocation club for boys and the Good Counsel vocation club for girls. The program of these clubs is well conceived. For not only does it stir up interest in the priesthood and religious life; but at the same time the rules of these clubs are bound to vitalize Catholic living. So it always will be: vocation fostering and intense Catholic living are one and the same.

The Teacher Quotient

Ways and means count for little unless a religious lives her teaching. The largest element in our Lord's method was His own Person. He never asked His disciples to do anything that He Himself did not first

do. He was the perfect embodiment of the lessons He taught: "Learn of Me"—these words He could utter with perfect sincerity. His character was so flawless that He could defy His enemies with the challenge, "Which of you can convict Me of sin?" (John 8:46.) In Him the Apostles had always before their eyes a living object lesson of all their vocation would involve; in Him the priesthood shone forth in all its sublime beauty.

So it must always be with the Catholic teacher. What we are preaches so much louder than what we say. If we are to stir up in the hearts of children love for God and a great admiration for religious life, then all the ideals of religious life must shine forth in our personality. An ounce of sugar draws more flies than a whole barrel of vinegar. We shall be able to impress others with a great esteem of religious life, only on condition that we ourselves are living this life to the hilt. No one can give what he does not have, and no one is impressed by mere words.

Solving the Vocational Problem

*Rev. Edward F. Garesché, S.J.**

WHEN, a good many years ago, the present writer began his series of articles in *America* on the need for more vocations to the religious communities for women, the results of this survey came as a surprise even to many well informed persons. The Sisters seem so numerous and are so active in their many good works, their accomplishments are so remarkable and their services to the Church so outstanding, that most priests and people took it for granted that all was well with them. It was the mothers superior, puzzling over the lists of the Sisters and wondering how they would meet the many demands for their services, who realized most deeply the great need of more vocations. Thus, when we sent the first questionnaire to the mothers general and mothers provincial of our communities in the United States, their response was remarkable. Many, in sending in the statistics, added a word of deep appreciation of the fact that someone was now about to study the very difficult situation and perhaps suggest remedies.

An Acute Need

It will be remembered that the results of the questionnaire showed that the Sisters

needed 25 per cent more vocations than they were getting, to carry on and allow for the normal expansion of their work. In response to other questions, they gave their views as to the influences which helped and those which discouraged vocations and as to the means to be taken to increase the number of applicants for the religious life. From the publication of these articles dates, we are happy to say, a new era of interest and activity on the part of Sisters and priests in encouraging vocations. How needed was this interest, is evidenced by the fact that the second survey, made only a few years ago, shows a much greater crisis in vocations and seems to indicate that the Sisters need at least twice as many applicants as they are getting now. Thus, in spite of the increased interest and efforts, the number of young women who devote themselves to the religious life is greatly inadequate to meet the needs of the Church, and of the Catholic people, for the services of the Sisters.

Since that time organized efforts have been made both by dioceses and communities, and by other organizations also, to help those young people whom God calls to the religious life to follow out their vocation. No doubt these measures have proved effective in various ways, but it still remains true that many communities of Sisters are greatly in need of a far larger number of postulants. Unless they receive

them, they shall have to restrict the number of new foundations or even curtail the work of existing ones.

New Demands

It is not difficult to see how this condition has arisen. All the work of the sisters in this country is growing constantly. The enrollment in existing schools is increasing and new parishes are demanding schools. The Catholic hospital system is also expanding constantly. Many would be startled if they read, in the latest issue of the *Catholic Directory*, of the millions of pupils and the more millions of patients who depend on our Sisters for their tuition or their care in sickness. Add to this that Sisters must now study much more than formerly. Time must be given them to take courses and win degrees. Thus the whole thrust of modern standardization and the regulation of schools and hospitals is toward making more and more work for the Sisters.

Again, the needs of the missions, which in former generations claimed few or none of our Sisters, are also constantly increasing. Finally, the fields of writing, lecturing, and social work are claiming more and more Sisters. All these demands tend to increase the crisis of vocations. Nor does relief seem in sight, unless a much greater number of young women turn their thoughts to the religious vocation.

*President and Director of the Catholic Medical Mission Board, Inc., 10 West 17th St., New York 11, N. Y. Founder and Spiritual Director of the Daughters of Mary Health of the Sick, Vista Maria, Cragmoor (Ulster County), N. Y.

Everything in this country is expanding and, so far as anyone can see, will continue to expand for a generation. Besides, the charity of our Sisters in the United States will be moved to help the needs of Europe. Those countries which, of old, so generously sent sisters to the new world as missionaries, are now in need of missionary Sisters from America. All these considerations point to the urgency of the problem of vocations and make it more and more important to find a practical answer to that question, so often asked by the Sisters when they commented on our survey and expressed their appreciation, "But, Father, tell us what we should do to meet this great need of vocations. What is the practical answer to this problem, which we know only too well?"

Some Suggestions

It is much easier to ask such a question than to answer it. But long study of the problem in its various aspects, and the wealth of information which was gathered, may be helpful in making practical suggestions. These may not be particularly brilliant or original, but it is hoped that they will go to the root of the problem and be of practical use to those who are trying to solve it.

If we were asked to state what is the first requirement for increasing the number of vocations, after the prayer and self-sacrifice which will help to win grace for the young people, we should say that the most effective means is to interest, in a practical and effective way, those priests who come in contact with young people, and so are in a position to give them active guidance and help in carrying out their vocation. Second, perhaps, would be alerting and encouraging the Sisters themselves, to take the proper means to help young people to follow God's call. Finally, the parents of girls who have vocations should be informed and inspired with the true Catholic viewpoint, so that they will be a help and not a hindrance to those among their children who are called by God to His intimate service.

Priests Can Help

The influence of priests in such matters is, of course, incalculably great, because of the powers and opportunities given them by God for the good of souls. There are priests who are specialists in the encouragement of vocations. From their parishes come a disproportionate number of priests and Sisters. With tact and perseverance, they guide those who have the necessary qualifications to the service of God, and their prayers and encouragement are continued until the privileged soul is well launched on the accomplishment of her vocation.

The first requirement of such work is a lively and supernatural interest, which moves the priest to continue his often difficult and sometimes discouraging efforts.

Some priests appear to have this interest before they receive any encouragement or suggestions toward it. It seems to come natural to them to take an interest in young people who are called to God's service. They are on the watch for the promising boy or girl who may develop into a priest or a Sister. With friendly affection they give their encouragement and suggestions, tactfully and prudently.

A Sister once said: "I have been superior, in different houses of our commun-

A GIRL'S PRAYER

(For March, Vocation Month)

O Jesus, You have told me,
You are the Life, the Truth, the Way,
Then guide me on the path You've
chosen
Lord, for me, I pray.

Let me not be selfish, nor
Fail through fear of pain,
But fill my heart with courage, Lord,
To make each cross, a gain.

That You may fill my life, O God,
In whatever life I lead.
That virgin, mother, either one,
May be Mary's way, I plead.

O let me live for other lives
That hand in hand with You,
I may mold and guide. For such it was
You created me to do.

This life I give, be it of the flesh
Or of the spirit, still
Let it be a giving, Lord,
According to Thy will.

— Sister Mary Jean, C.S.J.

ity, for about twenty years. Everywhere I went I interested myself in asking all my subjects 'How did you first conceive the idea of becoming a Sister?' And do you know, that although we are a teaching community, and most of the Sisters have been our pupils, three out of four of them replied, 'I first thought of being a Sister when a priest, in the confessional, asked me whether I had ever thought of becoming a religious.'"

"Thus," she continued, "I have always valued highly the power of the priest in the confessional to encourage vocations."

There are of course many other ways in which priests can encourage vocations. Many of those who have a vocation are not sufficiently instructed in the true meaning and value of this holy life. Hence, instructions, conferences, and private talks outside the confessional offer a fruitful field of apostolate for vocations. So does the distribution of vocational literature. So also do forming a group of clubs for the study of vocations, arranging for talks to

be given by Sisters recruiting for their community. In these and many other ways the devoted priest can foster vocations among the girls of his flock.

The Sisters' Part

The second important group for the encouragement of vocations is that of the Sisters themselves. Not only the superiors, but all the members of the religious communities ought to take a lively and enlightened interest in encouraging vocations. They should have a desire to be the mothers of vocations in other women, and should deliberately prepare and equip themselves to that end.

Of course the best help that any Sister can render to her group in this matter of recruiting vocations, as in every other department of service, is to be herself a perfect and holy religious, to live up to her vocation with heroic fidelity and charity. The sight of a Sister who is heart and soul in her vocation, who is happy and holy in the service of God, is the most persuasive argument to the young who have an uncanny ability to read character and an unconscious instinct for sensing holiness and happiness.

Besides this personal example, this object lesson in the effectiveness of religious life to bring holiness and happiness, the Sister can do much to foster vocations by her words and works. To guide the young is an art which requires rare tact and sympathy. To know what to say and how and when to say it is worth much prayer and thought. St. John Chrysostom, in a memorable passage, declares that, in his judgment, the greatest and noblest of all the arts, more sublime than poetry, painting, or sculpture is to mold the minds and hearts of the young. If this is true, even of secular learning, it is doubly true of those who help to form and shape minds and hearts for the sublimest destiny of woman — the life of a religious.

Some Sisters feel a certain diffidence about speaking of vocations. They are afraid the girls will think that they are trying to "rope them in," as the saying goes. It would of course be very unwise to give the students that impression. Tact and sensibility on the part of the teacher will preserve her from this error. In many departments of knowledge a correct and adequate idea of the meaning and beauty of the religious life is very important, even from an educational viewpoint. To understand the history of the Church and the world, a knowledge of the nature and influence of religious vocations, is essential. In explaining the Catholic religion it is also very important to give to the pupil an insight into the religious life, as the fine flower of Christian living, the most complete and adequate realization of the imitation of Christ. In studying literature, themes and essays on various phases of religious vocations, stories about Sisters, poems glorifying the religious state, all will

help the culture of the student. In many other departments of learning allusions to and explanations of the religious life will be in order. All these are means to direct the thoughts of the student toward religion and to inform her about the excellence and beauty of a vocation.

And the Parents

Priests and Sisters alike can be of great help in informing and inspiring the third class of persons who have much to do with the encouragement of vocations, namely the parents of prospective candidates. Parents have, of course, great influence on their children and all too often it is used to discourage and delay the accomplishment of vocations. This selfish attitude on the part of the parents who oppose their daughter's entrance into religion, is usually the result of ignorance or selfishness, both of which can be conquered by tactful instruction and inspiration. A father or mother with a supernatural outlook, and an adequate and correct knowledge of the religious life,

its holiness and fruitfulness, will encourage the daughter to follow her vocation and will derive much personal merit and joy from thus co-operating with the will of God. Selfish and ignorant parents, who put obstacles in the way of their daughter's entrance into the holiest and happiest of all the careers of woman, are not only doing great harm to her interests, and those of the Church and of souls; they also are depriving themselves of great merit and joy. To get parents to realize this and make them understand the great treasure and distinction which come to a family one of whose members is a religious, is an achievement for a Sister. Quite often it is she alone who can win the confidence and affection of the parents enough to become their guide and teacher in this important matter.

Public Recognition

Finally the pious laity have their important part to play in the development of vocations. Young people are very sensitive

to the opinions and attitudes of others. When they find that their elders are very appreciative of the life and work of the Sisters, esteem the religious vocation highly, and consider those women fortunate who have given their all to Christ to serve Him completely, they themselves are encouraged to love and desire the religious life and to make whatever sacrifices are necessary, to enter into and to persevere in a religious community.

Since those who instruct others under justice will shine like stars in all eternity, how great will be the reward of the men and women who help to direct the minds and hearts of His beloved young folk into the ways of Christ's service in religion. The miracle of the religious life is forever renewed in the midst of the Church. Out of each generation hundreds of thousands of good Catholic girls enter communities, and persevere therein until death. That this marvel may continue and increase in the Church of God ought to be the prayer and striving of all the lovers of Christ.

Bridging the Vocational Gap

*Sister M. Walter, O.F.M.**

WHEN we heard that a Franciscan was going to speak to our Community about the S.S.V. we looked at each other completely bewildered. "The 'S.S.V.'?" we repeated, "What is it?"

"Here's some literature on it," called someone from the rear of the assembly hall, and she read, "The Seraphic Society for Vocations is a modern vocation program designed to promote vocations in general to the priesthood, brotherhood, and sisterhood. Briefly, it is known as the S.S.V."

"They're not trying to get vocations for just the Franciscans," someone remarked, "but for every order. God will never be outdone in generosity, and the Franciscans will certainly be rewarded for that."

We thought of all the apostolates, all meeting current needs—the Christophers, the Rosary Crusade, the Enthronement of the Sacred Heart in the Home, the Priest's Saturday, the Franciscan Way of the Cross—and, here is the crying need of all—Vocations—especially after the appalling priestly and religious casualties of the European War, and now behind the Iron Curtain.

There was a stir as the Franciscan entered the rear door. Stepping briskly up the aisle, he made a brief introduction, and

*Sisters of Mercy, 69½ South State St., Concord, N. H.

then said, "Let's start off with a few questions."

The Pope's Request

"How did the S.S.V. originate, Father?" asked the dean of the college.

"It originated," answered the priest, "in response to the present Holy Father's Moto Proprio letter of *Cum Nobis* in 1941 in which he appealed for a spiritual crusade for priestly vocations. Responding to the appeal, the Franciscans in the U. S. worked out the S.S.V. program. However, they extended the program so as to include vocations to the sisterhood and brotherhood."

With a twinkle in his eye, he added, "Those two questions 'What is it?' and 'How did it originate?' have been asked so often that we have made them the first two questions and answers in a leaflet about the Society. Any more questions?"

"Does it cost anything to join the S.S.V.?" was asked cautiously.

"Not a cent," he replied. "That holds, too, for S.S.V. publications—for example, our little bulletin called 'Vocation Notes.'"

"How large is the organization?" asked another curiously.

"Nationwide," he answered succinctly.

"You called this a society," stated a Sister in the group. "Who are the officers?"

"No officers," he said.

"Any meetings?" asked the same voice hopefully.

"No meetings," laughed the priest.

"No dues, no meetings, no officers," she repeated with a mystified smile. "What does one do to join?"

Membership in S.S.V.

"Just say three Hail Marys every day for vocations." Then he added quickly, "but if one wishes to become a 'certificate member' all he has to do is to send in his name. No address is necessary. You see, the S.S.V. is a 'Pious Union,' and Church law requires some record at least of pious union members."

There was heightened interest. "What are the benefits of certificate membership?" came the query.

"Special spiritual benefits," replied the priest. "That means a share in Masses, prayers, and good works of the Franciscan Fathers, Brothers, Seminarians, and in the three Hail Marys said daily by thousands of S.S.V. members."

"Let me fill in the picture a little more at this point," the Franciscan continued. "You see, the S.S.V. employs three simple means to encourage and foster vocations:

"1. Prayer—Three Hail Marys daily for vocations.

"2. Interest—One religion class each month on vocations.

"3. Action—One day a week for vocations."

"The first is easy enough," spoke up a high school teacher. "We could even do that at the end of the day in our home room, but the second and third . . . Father, if you knew of all the extracurricular activities, you'd never suggest any more."

At his quizzical look, she added, "All right, Father. I teach religion in high school. I could do it; I could give one lesson a month on vocations, but how could one offer a whole day?"

He answered, "When children make the Morning Offering, they could add to 'for the intentions of the Holy Father' and for vocations. Then, every prayer, and work, and suffering of the day could be for that intention, too, couldn't it?"

"Oh," she sighed with relief, "it's really easy—simple, as you said. But," she expostulated, "we often speak to our classes about vocations, Father. We have plays, and processions in religious habits of various orders, and in the Boston and Manchester dioceses we even have a vocation Sunday. We really haven't been neglecting the idea."

Daily Activity

"Wonderful!" exclaimed the priest. "Keep up the good work. These are splendid annual observances. But, let's remember that it is easy for teen agers to fall into a that's-over-for-another-year attitude. And *periodic spasms* of vocational fervor and activity quickly submerged in the favorite TV program or juke box review never accomplished very much."

"Oh, I see," she replied thoughtfully "effective vocation work means *daily* work."

"Yes," he said, "you see the keynote of the S.S.V. program, in a word, is the cultivation of 'Vocation-Mindedness' among our Catholic Youth."

"What Father means," said the dean, "is the development in our boys and girls of the Catholic attitude toward vocations, a consciousness of the need of them, and an understanding of what a religious vocation really means."

"Right," nodded the Franciscan. "Today a mighty gap, all of us know, exists between the average boy or girl and the seminary or convent door. There is but one way to bridge that gap: make our young people vocation-minded! You Sisters all over the country have certainly made them mission-minded."

All of the Sisters nodded in agreement. "You know, they say that a good soldier never underestimates his opposition. Now, what would you say are the basic causes of the vocation problem today?" Father asked.

There was a moment of silence, and then

the answers flew from each corner: "*Indifference! Ignorance! Worldliness!*"

"Exactly," applauded the priest, "and the S.S.V. program is more than a match for them; for, you meet ignorance with knowledge in the religion class once a month; indifference with sacrifice in the day-a-week offered for vocations; and worldliness with the grace of the three Hail Marys said daily."

A Practical Idea

The Sisters turned to each other and the speaker could hear, "How simple! Practical! Soundly spiritual! Up to date! Capable of student participation on every level! Easy to insert into the heart of student life! Doesn't add to already crowded school schedules!"

Smiling with delight, the priest summarized briefly: "If we are ever going to span the gap between vocational passivity and vocational activity, we must build a bridge:

"The bridge is vocation mindedness.

"The blueprint is God's divine will.

"The architects are zealous religious teachers.

"The workers are our boys and girls.

"The labor union is the Seraphic Society for Vocations.

"Construction materials are grace from three Hail Marys, one monthly religion-vocation class, one day a week offered for vocations.

"To complete the span, send to the Franciscan Seminary, Callicoon, N. Y., for seven posters, free of charge" (and he smiled at the cautious Sister) "and quarterly *Vocation Notes* gratis, as I have said. Moreover, you may invite a Franciscan representative to come to your PTA meetings, discussion clubs, teachers' institutes, sodalities, retreats, classrooms, or any meeting. He will present for you transcriptions of special vocation programs used on the Franciscan Radio Hour all over the country called The Hour of St. Francis." (Regional S.S.V. offices are established also in Chicago, Ohio, Wisconsin, and California.)

Overcome Indifference

When Rev. Daniel Barry, O.F.M., (the director of the Seraphic Society for Vocations from Callicoon, N. Y.) left the assembly hall, he left a definite impression on the minds of the religious teachers to whom he had made his appeal.

We had heard Bishop J. Wright of Worcester, Mass., make similar statements at a CCD convention in Portland, Me., this year. "There is a terrifying shortness of vocations," he stated, "and this shortage is caused by the pagan spirit which has crept into Catholic families themselves. The dearth of vocations is not the work of the Communists, the Freemasons, nor

the Protestants; it is an inside growth in the home."

Pope Pius X once said, "To restore all things in Christ, we must provide instruction for children."

The prophet Jeremias said, "The little ones have asked for bread and there was no one to break it for them."

"The holiest sanctuary we know," continued Bishop Wright, "is the soul of a child," and, he asked his audience, "whence will come the leadership of this nation in the decades to come? There is no evidence that these leaders will come from the universities; they will come from the masses, and who teach the masses? *The nuns and the priests!*"

The Franciscans believe that this vocational apostolate, therefore, should have its activities multiplied by myriad hands. They have issued a booklet with Provincial approval entitled: *An Appeal to the Religious Teachers of the United States—Make Our Schools Vocation-Minded*. In the desire for self-preservation, they say that communities should change their *laissez-faire* and *timid-soul* attitudes, and adopt the Church's attitude—the solemn obligation of fostering vocations.

They point out that some of the difficulties encountered in promoting Sister vocations are: women's financial emancipation; the stumbling block of the religious garb; that modern youth is *rarin'* for activity; and that some communities have a *defeatist spirit*.

They give many suggestions for "fostering vocations" such as stimulating literature, a vocational day of recollection, snapshots of boys of the parish who have become priests, and of girls who have entered convents, dolls dressed as priests and Sisters, etc.

A Matter of Arithmetic

Religion can be introduced in almost any subject, as teachers know. One Sister, they tell us, without mentioning vocations, cleverly made use of religious statistics in an arithmetic class as follows:

If it takes 40,000 priests and 140,000 Sisters to care for 40,000,000 Catholics in the U. S., how many more priests and Sisters will be needed to convert and care for the 100,000,000 non-Catholics of the U. S.?

For Other Aids to Vocational Work they suggest: Vocational Institutes, Summer School Vocational Talks, and Community Statistics.

In conclusion, we quote St. Vincent de Paul with the Franciscans: "No matter how we seek, we shall always discover ourselves unable to contribute to anything more sublime than the making of good priests . . ." and let us add the making of good religious.

Let us bridge the Vocational Gap.

The CATHOLIC SCHOOL JOURNAL

Editor

EDWARD A. FITZPATRICK, Ph.D., LL.D.

Advisory Committee

BROTHER AZARIAS, F.S.C., La Salle College, Philadelphia, Pa.
 MRS. GERALD B. BENNETT, President, National Council of Catholic Women, Grand Rapids, Mich.
 DOM MATTHEW BRITT, O.S.B., St. Martin's Abbey, Olympia, Washington
 FRANCIS M. CROWLEY, Ph.D., Dean, School of Education, Fordham University, New York, N. Y.
 REV. GEORGE A. DEGLMAN, S.J., Rockhurst College, Kansas City, Mo.
 REV. ALLAN P. FARRELL, S.J., University of Detroit, Detroit, Mich.
 BROTHER DENIS EDWARD, F.S.C., Ph.D., LL.D., Supervisor of Schools, Normal Institute, Ammendale, Md.
 VERY REV. MSGR. EDMUND J. GOEBEL, Ph.D., Superintendent of Schools, Archdiocese of Milwaukee, Milwaukee, Wis.
 RT. REV. MSGR. FREDERICK G. HOCHWALT, Ph.D., LL.D., Director, Department of Education, National Catholic Welfare Conference, Washington, D. C.
 BROTHER EUGENE PAULIN, S.M., Ph.D., St. Louis College, Honolulu 16, T. H.
 RT. REV. MSGR. RICHARD J. QUINLAN, S.T.L., Winthrop, Mass.
 RT. REV. MSGR. CARL J. RYAN, Ph.D., Superintendent of Schools, Archdiocese of Cincinnati, Cincinnati, Ohio
 RT. REV. MSGR. FRANK M. SCHNEIDER, S.T.D., Rector, St. Francis Seminary, Milwaukee, Wis.
 MRS. FRANK TRAZNIK, National Chairman, Home and School Committee, National Council of Catholic Women, Milwaukee, Wis.
 JOHN P. TREACY, Ph.D., Director, Dept. of Education, Marquette University, Milwaukee, Wis.
 RT. REV. MSGR. J. M. WOLFE, S.T.D., Ph.D., Former Superintendent of Diocesan Schools, Dubuque, Iowa

The Spiritual Foundation of Vocation

It is, indeed, a high vocation to be accepted for the priesthood by the bishop. Entrance into a brotherhood or sisterhood is, too, a high vocation. The possibility of participating directly in the scheme of Christian redemption should make one's hair stand on end at the prospect of such an adventure. The potentiality of helping the members of the Mystical Body through the liturgy, education, and the many social services of the Church all should have the attraction of other days and of these services under lay auspices. Yet the indisputable fact seems to be that vocations are not spontaneous enough in sufficient number to meet the present needs of the Church.

Methods of Promotion

All the devices of modern promotion are used to stimulate vocations. This is vocation month. The International Serra Club has taken the promotion of vocations as its primary objective. Articles are written in school journals. Men are set aside in religious orders to discover potential candidates. Advertisements are to be found in

journals of every description. Still the supply is not adequate.

Spiritual Influences

There is great reliance on prayer among Catholics, particularly in religious orders. Catholics in every walk of life, especially priests and religious, are storming the gates of heaven for more vocations. In schools pressure is put on students, and vocational guidance is used to steer students toward religious vocation. In older days still more spiritual means were operative among the laity. In a tradition in which I was brought up, one son of the family was to be dedicated to religion, unless indeed, due to death or other causes, this would leave the family destitute. In the case of John Baptist de La Salle, we see how even such difficulties were overcome. More recently we note with appreciation the custom of the Covington diocese to ordain each priest individually in his home parish. Another significant influence is the obviously normal practice of employing lay teachers with profoundly religious views which manifest themselves not in a didactic direct approach but in the joy, wholesomeness, and insight which these persons bring to their teaching and their living.

Some Negative Influences

The kind of appeal which made hermits in the early centuries, though still inherent in the Church, is not operative on the young. The possibility of genuine poverty and personal sacrifice in God's service is not *obvious* in the life of our educational institutions nor among the members of the *faculty*. The palaces of our educational institutions and the splendor of our reception halls have raised questions where we least suspect them among Catholics: Escape from an evil world and security for life are hardly motives to lead one to the foot of the Cross.

The Challenge: To Overcome the World

And yet this very evil of the world is the thing into which we must descend and which we must master. This is the challenge. The workers are indeed few — such workers as the priests of France who have gone into the factories to live with the men they must convert, suffer as they suffer, learn how they think, and, by manifesting the Christian spirit, conquer them. The religious must have the same attitude as Kipling had for the British soldier.

I have eaten your bread and salt
 I have drunk your water and wine.
 The deaths ye died I have watched beside,
 And lives ye led were mine.
 Was there aught that I did not share
 In vigil or toil or ease —
 One joy or woe that I did not know,
 Dear hearts across the sea?

I have written the tale of our life
 For a sheltered peoples mirth,
 In jesting guise — but ye are wise
 And ye know what the jest was worth.

Absorption of Religious Personnel in Administration

A tragedy of the religious life, diocesan and regular, is the increasing need for personnel for administration. I read the other day of a several million dollar addition to a hospital, and in the hospital there were ten nuns. Catholic colleges, which should always have at least a substantial minority of lay people, are, however, in some cases staffed so that the only time a student meets a religious is in the religion class one or two hours a week. This is, of course, notably true in professional schools. This whole problem of Catholic education must be thought through in the light of such facts. This must be considered along with the fact that while many religious teachers without pressures win many to Christ and to His priesthood and sisterhoods and brotherhoods, many are also nonconductors of religious influence.

Christ's Appeal in the Contemporary World

Particularly in the contemporary secularist, materialist, and naturalistic world, the appeal of the gentle winsome Christ should be stronger than ever. The opportunity for generosity of spirit, for great spiritual adventure, to give oneself for his fellow men in the name of Christ, for using power only to express and to manifest love, to give a cup of cold water to the least of these My brethren is still present in the service of Christ. It should appeal to many who are not disillusioned, nor drifting in the contemporary situation. It should set on fire the generous, and it should win even the ordinary adolescent of our day who has had religion presented to him intelligently and winsomely instead of in the usual formal manner.

Good Will and Spiritual Capital

The possibility of promoting and stimulating religious vocations is indicated in the Christopher program. Whatever else it has done, it has discovered the amazing amount of good will existing among all classes of people of all religious belief. It has revealed an extraordinary amount of spiritual capital which has been left buried, and how it can be put to use by a spiritual appeal, and by the absence of the usual appeals. No dues, no membership, no fees of any kind! The so-called career guidance schools could be utilized in this project.

Spiritual Foundations Are There!

The presence of these spiritual foundations means that there is a sound and secure basis for the spiritual appeal for vocations, and there is the promise: "I

shall be with you all days even to the consummation of the world." One becomes part of the Church which the Pope described in his Christmas message:

"In contrast with the collapse of so many earthly institutions and the failure of so many ephemeral programs, the spirit of God sustains, with the vigor of perpetually self renewing youth, His spouse the Church, the fountainhead of abundant life, whose ever more vivid manifestations reveal her supernatural character; inexpressible comfort for each believer; insoluble riddle for the enemies of the Faith."

— E. A. F.

Thoughts of Vocations on a Hospital Bed

As one lies stretched on a hospital bed, as the editor has for three weeks, his thoughts travel over the whole range of human life, its meanings, its greatness, its trivialities, its depth and height. It is natural now and again to turn one's thoughts to *Vocations* as one sees about him what St. Paul would call living Epistles of high vocations to which men and women are called. One cannot resist the thought of greatness and firmness of the human spirit in men and in young women as he sees about him each day complete dedication of self to fellow men — which certainly is true of doctors and nurses in this state hospital. Here he sees vocation unconscious of lower aims and cheaper terms, a dedication of one's life to the conscientious use of skill, insight, and knowledge to the serious problems in hand, a sense of the awful responsibility for human life.

Vocation is essentially and primarily religious in character even where, as here, it seemingly is without religious motivation. It is spiritual, too, even though dealing seemingly only with the body, but it is dealing with a human life in a body-soul combination. A wise, all-knowing, merciful God will surely reward such service. The Good Samaritan, wherever He appears among men, raises our moral and spiritual sights.

If there is anything that comes home to you continually as you turn on your hospital bed it is the proof manifested by these services that the essential humanity of man is his characteristic attitude. This is especially true as it applies to our nurses — teen agers and women in the early twenties. One sees here, day after day, a striking contrast to the nonchalance and irresponsibility so often attributed to our teen agers. Here he sees devoted service, self-forgetfulness, high seriousness in the vocational life of these young people. There is something sadly wrong with our general contemporary life which calls forth in its recreation and leisure time — now so abundant — not the higher qualities we see among our young professional people but the lower selves of men and women; not the trans-

cendentally human but the subhuman. And our social approvals reinforce the trends of our sensate civilization.

Everyday we see in a hospital, for example, a continuing revelation of the deeper nature of teen agers. There is joy in service. There is no thought of self. There is glad acceptance of responsibility. Here soul answers soul. Human need calls forth human beneficence. Take one case of a nurse who seems to embody the ideal which all possess in varying degrees. There is brought in a lumberjack from the northern woods, with many stitches in head, unshaven, his back broken, his legs paralyzed, in a temporary cast which has been put on to bring him from a small hospital that could not handle the case. The doctors operate upon him and a very refined nurse of agreeable personality is assigned to care for him. What is her attitude toward her half delirious patient. She literally plunges into her work with the concentrated force of her personality and knowledge. There is no revulsion, no hesitation, but complete absorption in the task. She knows what to do, what to say, what to suggest. She anticipates his needs. She begins early to boost his morale. She explains to him what is happening in a common-sense way. She writes letters for him, humanly expanding his laconic "I'm getting along all right." She puts every resource of the hospital at his service because she knows what the resources are and where to find them. She is alert and vigilant and her passing is like Evangeline "the ceasing of exquisite music."

The spirit of the doctors I saw was not less magnificent. The head doctor and his associate and the resident physician were a great team. The latter performed with sure knowledge, order, and dispatch the many arduous duties in the care of his patients.

Every resource of man's mind, soul, and heart went into the medical and surgical service I received. There was certainly the professional knowledge with the deft skill, too, of the surgeon's knife, beneath which, as Emily Dickinson notes, is the culprit Life. And the great thing is the concern for the patient before operation, during, and after it. The daily visits of the doctors were a continuing revelation of their interest in a human being rather than another patient. It was interesting to observe their subservience to the curative process of God, or say, irreverently enough, if you will, of Nature. Here is truly the giving of a life. Here is, may I repeat, a service religious in character to the human temple of the Holy Spirit. And one may exclaim with Rabbi Ben Ezra that soul helps flesh no more than flesh helps soul.

After all, what we saw in the hospital were great simple truths: that human beings, even of this generation, are capable of complete dedication and self-effacement, that the vocations are worthy, are religious in their foundations, and become great

when they enlist such persons as we have described.

If, this month, you go to your own Manresa, as St. Ignatius of Loyola did, your choice of vocation will be worthy, whatever it is.

— E. A. F.

Religion and Public Education. No. 3

Religious or Sectarian Teaching

The news dispatch announcing the action of the Board of Regents of the University of the State of New York recommending that school be opened with a prayer ended with this sentence in a local newspaper. "Federal and state constitutions ban religious teaching in public schools." We do not waste time on the obvious error that the federal constitution bans religious teaching in public schools, but there is need to make a distinction that is not too clearly kept in mind regarding the state constitutions.

What the state constitutions prohibit is *sectarian* instruction in the public educational institutions of the state. This is so in Arizona, California, Colorado, Montana, Nebraska, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, South Dakota, Utah, Wisconsin, and Wyoming.

Another phase of the question is the prohibition of appropriations of public money for sectarian schools. This is mentioned in the constitutions of Arizona, Colorado, Florida, Louisiana, Massachusetts, Minnesota, Mississippi, Montana, Nevada, New Hampshire, New Mexico, North Dakota, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Utah, Washington, and Wyoming. These lists are taken from the Index of State Constitutions used in the New York constitutional convention in 1915 and they are substantially correct today.

The provisions in the state constitutions are directed against *sectarian* instruction — not against *religious* teaching. At least we ought to keep our terminology clear, even if the sects cannot agree on what religious teaching is as distinct from sectarian instruction. — E. A. F.

BEWARE OF FRAUDULENT SUBSCRIPTION AGENTS

The CATHOLIC SCHOOL JOURNAL does not employ traveling subscription agents. Last year many Sisters were defrauded by a man who claimed to be an agent for the CATHOLIC SCHOOL JOURNAL. This man should have been reported to local police authorities where he was operating.

Mail your subscription directly to: The CATHOLIC SCHOOL JOURNAL, 400 North Broadway, Milwaukee 1, Wis. We do accept subscriptions from reliable subscription agencies, but *you* must assure yourself of their honesty before you give or send any money to them.

Christian Vocational Guidance

Brother Philip, O.S.F.*

GUIDANCE within the Catholic school presents a problem today. Rather to the sincere Christian teacher, it should offer a challenge. As in other branches of the educational tree, Catholic educators engaged in guidance work tend to ape the accomplishments and methods of their secular compatriots, instead of striking out on their own for a more "Catholic" type of guidance. While the secular techniques and goals have a place in their guidance programs, Catholic vocational counselors and teachers, especially the religious, should be able to inject something "added" into this matter of vocational direction.

First, it is presumed here that in the Catholic school moral guidance is done, for the most part, through the religion classes and the confessional. The former, too, would seem to be the main place for discussions of vocations in the specific sense of the four states in life. It would appear to be the obligation of the religion teacher especially to stress the importance of the states in life, since many of the individual's future graces will flow to him through his state in life. This paper, then, is concerned primarily with vocational guidance in the realm of jobs, careers, or avocations. It is here that we have done little more than our secular confreres, when yet we have the startling fact facing us that "the religious instruction and formation of Catholics is largely nullified unless they are also enabled to make vital contact with society at a point where they can infuse Christ's life into the social organism. To help them make this contact should be the work of Catholic vocational guidance and training."¹ Thus we shouldn't just steer our graduates into positions that pay the most, offer the best opportunity for material advancement, or seem best to fit their mental ability or interests as indicated by tests, but into the place where they can do their utmost to restore Christ to society and fulfill their whole nature. In other words, there is a far larger consideration to be explored by the Catholic counselor, that no amount of professional training will prepare him to do.

Training Christian Leaders

Catholic schools are supposed to be training Christian leaders; even our poorest scholastic students have something extra in a moral sense to offer the business and professional world of this era. But are we guiding these potential moral leaders into

the fields where they can exercise the most influence for good among their fellow men? One young Catholic graduate damned us intentionally with this remark: "During almost twenty years of schooling, I don't recall one instance where anyone suggested to me alternatives for lifework and their various degrees of desirability." Therefore, it is the purpose of this discussion to suggest ideas on what added ingredients Catholic guidance workers might inject into their methods and program. These are simply ideas to be expanded.

Christian vocational guidance might be executed on three levels, depending on the type of student advised. The first could be termed, Apostolic, and it is not intended necessarily for all pupils. It is along the lines of Catholic Action, aiming to restore all things in Christ, and was first proposed by the group of lay apostles who publish *Integrity* magazine. Their attitude is well summed up in the statement, "As long as Catholic schools . . . continue to sponsor talks by representatives of the Bell Telephone Company, personnel managers of big department stores, and chemical manufacturing firms, they will be steering students into a lifework which virtually renders them impotent to participate in God's plan for the renovation of society and their soul's salvation. . . . It has been noted frequently that girl graduates of Catholic schools, in the Telephone company for instance, have good will, some idealism, and a fairly good sense of values when first employed, but it takes only several months for them to fall into the groove of 'monotony plus pay check' from which it is difficult to arouse them."² While we may not all agree on the practicality of that thought, there certainly is much truth in it. *Integrity* proposes a Christian Vocational Guidance course, of which many ideas can be included in counseling work. Informal lectures would center around the following themes: (1) the idea of a *vocation* and finding out God's plan for them; (2) *temperamental directives* which indicate what field is best to utilize their type of temperament; (3) *talents* as direction finders to what God might be calling them to do; and finally, the core of their program, (4) *opportunities* in such apostolic endeavors as works of mercy: home nursing, houses of hospitality, care of the insane, etc.; crafts: developing the type of Christian craftsmen who might group to break the deadlock in respect to basic living problems, such as housing; education: possibilities of teaching where most needed, as in rural schools, Negro schools, or adult schools among the confused intellectuals of our large cities; farming and the land

movements as a chance for real Christian living; and writing and publishing: through a new Christian offensive in magazines and newspapers, setting up a distributing system for Christian literature through apostolic bookstores, bookbarrows, etc.

The second level, which has a wider and more general appeal, might be considered the *Christopher* approach. Father Keller's idea is to get morally minded men and women into positions of influence where they can aid not only God and their Church, but their country as well. He recommends Career Guidance Schools or courses, to supplant the Communist schools of adult and social education, and to direct Christians into those key fields where they may sway the mass of mankind — education, government, labor-management, and communications (radio, television, movies, publishing, and writing). He further shows what a Christopher with a purpose to bear Christ to his fellow men can do in the areas of atomic energy, social service, library work, and even in secretarial positions. The following words of Father Keller should shock us all into directing our students into jobs with a purpose: "Because most of us have taken the 'Let George do it' attitude, we have presumed that someone else would take care of everything else while we took care of ourselves. We have neglected these *careers that count*. On the other hand, the self-seekers, the weaklings, the opportunists, and those dedicated to perversion and subversion have recognized the importance of key fields, and have been swarming into them as fast as they can. They readily see that a handful of persons, good or bad, in these vital fields, can make or break any nation, can cripple any home, religion, and every other civilizing influence."³ Thus it should be the happy task of the Catholic counselor and educator to motivate our charges with the unusual opportunity that is theirs to enrich humanity — to leave the world a bit better off for their being in it — if, with a Christlike purpose, they go into careers that really count. The *Christophers* offer the busy administrator and teacher two practical aids for getting these ideals and points across to their students: the first is the complete course outline and notes for Career Guidance Schools — these are a series of lectures on each of the main influential fields; the second is Father's new book, *Careers that Change Your World*, which is a "must" for every Catholic teacher engaged in guidance work. A cheap well bound pocket edition is available.

¹Peter Michaels, "Christian Vocational Guidance," *Integrity*, 4:2-9, Oct., 1949.

²Franciscan Teaching Brother from St. Leonard's Academy, Brooklyn, N. Y. This discussion was part of a guidance panel at the national convention of the Catholic Business Education Association in Cleveland on March 29, 1951.

³Michaels, *op. cit.*, pp. 3-4.

³James M. Keller, M.M., *Careers That Change Your World* (Garden City, N. Y.: Permabook, 1950), p. 5.

ble for 35 cents; this will be found immensely practical by the student for it not only has useful information on how to get into the spheres of influence, but its chapter on "How to Get a Job with a Purpose" will prove invaluable in career guidance. This discusses self-analysis, the résumé, selection of an occupation, the interview, and letter of application. For instance, its practicality can be illustrated by the pointers it gives commercial majors on how to use their secretarial and office skills to best advantage.

Training Christian Followers

The challenge of the *Christopher* ideal having been accepted, the third level of Christian Vocational Guidance is more easily understood. Naturally, we will not be able to place all our students in apostolic or influential fields; not all are capable or

equipped for such positions. But we can give training to all so that even those who go into the ordinary positions can act as a leveler among the masses. In home room or guidance instructions we should inspire them with the dignity of work, their duties as Christian business people (based on the labor encyclicals especially), the ability and necessity for getting along with others, and developing right attitudes and habits—responsibility, critical of their own work, etc. Give them purpose and perspective even in doing a routine job. Then we've added something worth while to our Catholic guidance program. As one Fordham University professor expressed it, "Make them realize the tremendous responsibility of that job they intend to do—it's the watershed down which their whole life flows; it determines so much—their father's job determined their educa-

tion which in turn decided their job which in turn will determine their children's education and possibility of a career."

This kind of Christian vocational guidance is open to all our students, but special emphasis should be placed on the leader type of boy or girl—make certain they go into careers where they can do real good. This guidance can be given best first by the teacher through inspiration and informal talks. The English and business training classes present excellent openings for career units with the above as background. Assemblies, displays, individual counseling, and occupation courses are other media for disseminating this information. The conclusion, then, is that by all means we should use secular guidance techniques and methods, but only as tools for directing our students to careers with a Catholic purpose to them.

A Classroom Vocational Program

Rev. Matthew Vetter, C.P.*

IT IS unnecessary for me to set before you reasons for having a definite vocation program for your classroom during Vocation Month. You are acquainted with the great need of the Church for more vocations. You realize that our school system cannot expand, in fact, can hardly maintain its present status unless there be more vocations.

Moreover, it is estimated that before the war Europe was supplying 75 per cent of the missionaries working in the mission field. With European seminaries broken up, with her youth decimated by war and undernourished, with much of Europe under Communistic influence, it will be years before Europe can send out her missionary Sisters and priests as of old. Previous to World War II, America had been supplying only 5 per cent of the foreign mission personnel. During the next few years, therefore, if the Church is merely to hold its own in the mission field, the United States should be preparing 15 times as many missionaries as she has been sending in the past! As our present Holy Father has said: "America alone remains the hope of the world for increased vocations!"

The program suggested here is brief, definite, and practical. Although it has been put into effect on a diocesan scale, it is one that you can use independently, even in a single classroom. This program was first employed by Rt. Rev. Msgr. D. F. Cunningham, superintendent of schools in

the Archdiocese of Chicago in 1944. In November of that year it was presented at the meeting of the department of school superintendents of the National Catholic Educational Association. The meeting adopted a resolution "recommending that the month of March be designated a Religious Vocation Month for the Catholic Schools of the country." A program such as this was suggested:

The Program

The aim of the program is twofold: to deepen the spiritual life of the students and to impart adequate vocational instruction.

Spiritual Life

The spiritual life is to be deepened by prayer, frequent Communion, and sacrifice:

a) Prayer: A daily ejaculation to be recited in the classroom, or better, to be added to morning and evening prayers; e.g. "Dear Jesus, help me to become a priest (Brother or Sister), if it is Your holy will." A novena for vocations, beginning March 16 and ending on the Vigil of the Annunciation, March 24.

b) More frequent Communion. Urge the students to receive at least twice a week during Vocation Month.

c) Sacrifice and generosity. A Sacrifice Box is very effective.

Instruction

Impart adequate vocation instruction by a short weekly talk on the following subjects:

a) Need of vocations. Priests, Brothers, and Sisters are needed for home and mission fields.

b) Signs of a vocation: moral fitness, average intelligence, health, and a right intention. It should be made clear to the pupils that "an inner feeling or devout attraction may sometimes be absent or hardly perceptible."—Encyclical "On Catholic Priesthood."

c) The various apostolates that lie open: parish work, foreign missions, home missions, teaching, social work, nursing, etc.

d) How to overcome difficulties: parental objections, poverty, how to enroll in a seminary or religious community, renouncing worldly attractions, etc.

Have a Question Box in the room. Questions should be unsigned. Provide supplementary reading. The popular vocation pamphlets, *Follow Me* (for boys) and *Follow Him* (for girls), by Godfrey Poage, might be used. Encourage discussion on these booklets.

Toward the end of the month a paper could be written on: "Why I would (or would not) like to become a priest (Brother or Sister)." Most of the students will be honest in their statements. Those who express a genuine interest in the priesthood or religious life should be encouraged to write to the diocesan seminary or to one of the religious communities.

Results of Such a Program

The results of such a program can be shown by reporting the outcome of it as

*St. Gabriel Monastery, 58th St. & Douglas Ave., Des Moines 10, Iowa.

it was first used in the Archdiocese of Chicago.

Perhaps the most notable result of the program was the number of those who for the first time in their life gave serious consideration to the idea and the possibility of *their* having a vocation. Many of these students had simply taken it for granted that *they* were not called to anything so lofty. As one paper put it: "I had made up my mind that the only state for me was that of marriage, but now—I am rather uncertain—I think there is a call for me—I have been receiving Communion daily for three weeks that God may show me what He wants me to do." Or, as another put it: "I never thought of it in that way before."

Yet these are the ones who must be awakened to see, first, the possibility, then, the probability of their being called. It is only by thus awakening very many more of the hitherto thoughtless ones that we will ever be able to multiply the number of vocations ten or fifteen times!

Needless to say, some time must elapse before such vocations will come to maturity. But the great work of stirring up these vocations in the hearts of hundreds

throughout the diocese has been done. The same program following through in succeeding years has done much to develop these vocations.

A second result of the program was the number of half hidden, unsuspected vocations brought to light. Without some such program, these vocations might have remained for a while, like secret cherished dreams in the mind of the children, but, receiving no encouragement, they would easily succumb to the difficulties, the distractions, and the allurements of life.

It was very difficult to estimate the number of such vocations thus brought to light. Very many of the teachers in their reports have spoken of four, five, six, or even more pupils making definite inquiries about particular religious communities or seminaries.

The final compositions showed a third result. Many students, seeing clearly now the signs or indications of a vocation, realize that it is only their unwillingness to make the sacrifices that makes them draw back. "Not enough fun," "Too hard," were their remarks. May we not hope that the uneasiness they feel may result in more serious thought later on and that

God will give them inspiration to greater generosity at some future date?

A last, but still very definite result is indicated by one of the school reports: "While the majority of the final papers were of the 'would not' type, even these showed a greater understanding and a deeper appreciation of the higher calling." This result is one that is not to be lightly overlooked. These are the parents of our next generation. They will be far more likely to encourage vocations among their children than would otherwise have been the case. The Church is going to be in great need of vocations for years to come.

In the Archdiocese of Chicago, the parish priests were asked to give the short instructional talks. Their co-operation was even more enthusiastic than was expected. In many parishes the pastor himself inaugurated the program and personally gave the talks. You can suggest this to your pastor if you judge it opportune.

All in all, we believe the above Vocation Program has proved itself practical and successful. By inaugurating it in your classroom this March you will be doing a real service to the Church in one of her greatest needs.

DOUBLE YOUR TALENTS

*Rev. Robert C. Schwab**

ONE day two thousand years ago, the greatest Teacher the world has ever known, went up the Mount of Olivet, and sitting with His disciples, told them a story.

"There was once a man going abroad," He told them, "who called his servants and delivered them his goods. And to one he gave five talents; to another, two; and to another one, one; to each according to his particular ability, and then he went on his journey. And he who had received the five talents went and traded with them, and gained five more. In like manner, he who had received the one went away and dug in the earth and hid his master's money."

"But after a long time the master of those servants came and settled accounts with them. And he who had received the five talents came and brought other five talents, saying: 'Master, thou didst deliver to me five talents; behold, I have gained other five over and above.' His master said to him, 'Well done, good and faithful servant; because thou hast been faithful over a few things, I will set thee over many; enter into the joy of thy master.'"

"And he also who had received the two

talents came and said, 'Master, thou didst deliver to me two talents; behold, I have gained two more.' His master said to him, 'Well done, good and faithful servant; because thou hast been faithful over a few things, I will set thee over many; enter into the joy of thy master.'

"But he who had received the one talent came and said, 'Master, I know that thou art a stern man; thou reapest where thou hast not sowed and gatherest where thou hast not winnowed; and as I was afraid, I went away and hid thy talent in the earth; behold, thou hast what is thine.' But his master answered and said to him, 'Wicked and slothful servant! Thou shouldst therefore have entrusted my money to the bankers, and on my return I should have got back my own with interest. Take away therefore the talent from him, and give it to him who has the ten talents. For to everyone who has, shall be given, and he shall have abundance; but from him who does not have, even that which he seems to have shall be taken away. But as for the unprofitable servant, cast him forth into the darkness outside, where there will be the weeping and gnashing of teeth.'" (Matt. 25:14-30.)

We Have Equal Rights

It would be very wise if every parent, every educator, would read this striking parable from the Gospel of St. Matthew before taking upon himself the obligation and assuming the privilege of teaching. Each one of us is an individual with a specific dignity of a human being, bearing a resemblance to our Creator. This resemblance to God, as we know, lies in the soul with its intellect and will. Since the individual is of prime importance in the creative plan of God, every form of organization, society, government, must therefore have for its sole purpose the aiding and abetting of the individual. The state exists for the individual, and not the individual for the state. This is one of the primary differences between a free people and the Communistic state where the individual exists for and is the slave of the state. As individuals, bearing the likeness to the Creator, we have a free will as well as an intellect, and therefore we are free to live, free to seek happiness, free to worship, free to speak and write, free to reproduce, free to learn, free to work, free to do anything, as long as, in the exercise of this freedom, we do not encroach on or take away the freedom of our neighbor. When

*Holy Family School, 955 Tift St., Buffalo 20, N. Y.

therefore I claim freedom to kill, steal, or disregard authority, I am wrong. I am wrong because my freedom implies an obligation to respect the freedom of my neighbor. Thus we have the origin of law. The purpose of law is not to shackle my freedom but rather to guarantee it for myself and protect it for my neighbor. It is in this freedom that man has a tremendous dignity. Man is not merely a mass of humanity with the individual being absorbed in the whole, but rather, in God's divine economy, each man is a specific entity, created separately and endowed by the Creator with wondrous gifts. The individual therefore is very important to almighty God. When He creates a man's soul, He makes it like unto Himself and in a certain sense imparts to that soul a portion of Himself. He gives to that soul a purpose, and that purpose is not only to reflect the image of God in this mortal life, but particularly that it will mirror Him forever in eternal life. In this are all men created equal. Each has been endowed equally with this divine likeness to the Creator. Each therefore has been created equally free. But since freedom means the right to pursue and be anything good, each individual's rights must be equal.

Ability Is Not Equal

Now the modern fallacy in education, be it in the home or in the school, is this: Since the Creator has made each man equal in his rights, each individual, therefore, is equal, in his ability to use these rights. This is simply not true. And it is producing confusion. There are educators today, and even some parents, who believe that every child, regardless of his ability, must achieve a standard of perfection

which only a few can reach. There are some who will even disdain the pupil who tries, but who cannot reach the goal, simply because he is not able. Do not misunderstand. I do not intend that our standards of education should be destroyed or lowered. But I do mean that parents and teachers must recognize the fact that there is a certain group of children who cannot and never will be able to reach the standards that have been set. There is a vast difference between the right to learn and the ability to learn. This is the moral which Christ teaches in the parable of the talents. God has created us in such a way that each has ability in different amounts and in different directions. Thank God, that this is so. Think for a moment what would happen if there were no men willing to do tasks that many others consider very disagreeable. Yet the trend in modern education is to train our young people so many years, give them so much knowledge that they can all become white-collar workers and will never have to soil their hands. Modern education is imparting to our youth even a disdain and a contempt for manual labor.

How Many Talents

The modern teacher, therefore, whether at home or in school, must first of all identify the number of talents the child has before he can begin teaching. If the pupil has only one talent, don't expect him to produce five. If he doubles his one, he will be accomplishing the purpose of his existence. So many educators believe that every student must produce five. There aren't many people who have that many. Those with five are the leaders in commerce and industry, Church and

State. But if we try to make each one a leader, who will follow? If there is a leader, there must be followers. We should teach the one-talent student to double his one talent. If he is to be a manual worker, teach him how to be a good one. Teach him the dignity of work. Teach him that he can please God better by being a good mechanic than a bad lawyer. Teach him that he will be much happier in this life and the next if he takes his one talent and doubles it.

The Juggler of Notre Dame

Tell him the story of a little old man called the Juggler of Notre Dame. It seems that this poor man had been given only one talent by his Creator. He could juggle. But he wasn't a very successful juggler, and his lot was one of poverty and suffering. One day he decided to dedicate his life, worthless as it was, to God. So he went to a monastery and became a monk. After he had lived in the monastery for a while, he found that the monks had a special custom. On one of the Blessed Mother's feast days, each monk did something special in her honor. The singers sang their best songs. The artists painted their best pictures. The writers penned their best poems. This made the juggler sad. What could he do?

"Well," he thought, "juggling is all I know. So I shall juggle for the Blessed Virgin before her statue." Late that night the abbot saw a strange sight. The juggler monk was standing before the statue of our Lady. And as the balls spun swiftly from his hands into the air and back again, the statue seemed to move! Mary was pleased with the juggler of Notre Dame!

A Practical Approach

The Religious Vacation School

*Sister M. Laura, O.S.B.**

THE Confraternity of Christian Doctrine blueprints for religious vacation schools are outstandingly practical as to *means*, practical as to *adaptation*, and practical as to *end*.

Practical as to Means

Do you mind coming along for a few moments into a world of fantasy, and taking a part yourself in a completely artificial bit of fiction? It will be artificial because the characters are too utterly naive to be real people, but don't you believe that one single experience is unreal. I am asking you to be my Sister companion in this little skit, which receives its opening cue as we, the two little nuns (with apologies to Bill O'Malley), step off the train in the town of Parish CCD. It is still early in June, and we are feeling a bit droopy from the weeks just past, crammed as they have

been with activities: plays, late hours, programs, commencement, averages, report cards, cleaning for the summer, and packing and labeling that trunk! We are trying hard not to think back to some first-day experiences we have had in vacation schools: the hectic crowding of registration day, the problem of finding classrooms to fit classes, the quest of necessary permissions from school boards, the genteel "man-hunt" for stragglers whose families think they have had enough "Sister School," to say nothing of the headache of ordering more books and materials and temporarily making out with the small supply on hand. The prospect does not please, for we are just too tired.

We brighten up, though, for now two very brisk and pleasant-looking young women are bearing down on us and in a moment have our bags in charge and our course set toward

their car. They are Confraternity *Helpers*, we learn, in the parish unit of the CCD. We'll be seeing a lot of them for a while, and of several other college men and women who are going to furnish transportation for children and teachers during the term. If we have any "odd jobs" about during summer school, they say, some of the *Helpers* will be on hand to do them. They're good at such things, one proudly admits. They know how to prepare clay for the modeling projects. If the teachers want to work with *papier-mâché*, they can call in the *Helpers*, who are veterans after having soaked and wrung out whole washtubs of newspaper for the shrine project last year. We aren't to worry about the housecleaning problem involved in plaster or clay projects for the smaller ones. There will be those ever willing *Helpers*, who want to give the fifty hours they have pledged for the year.

*St. Scholastica Academy, Canon City, Colo.

We are definitely brighter by the time we reach the rectory. Father greets us from the office door and invites us in, while the girls and the housekeeper bustle off with our bags.

"Just a little while to get settled," we inform Father after a preliminary chat, "and we'll be ready to get to work."

"And what work is so urgent?" Father inquires.

We hesitate a little — then list some of the preliminary tasks we have had to do in former years such as reclassifying last year's registration cards, checking over the parish supply of materials and teaching aids, unpacking books and supplies, perhaps talking to some of the parishioners who might help out if the classes prove too large for two teachers to handle.

Father beams . . . (see, we told you this plot would never hold at the joints! A priest director of a CCD unit would have been in touch with us for weeks by mail. Let's say we're pinch-hitting at the last minute for a couple of African missionary Sisters who couldn't get back on time.) . . . Father beams, and takes from his desk a card file, neatly alphabetized. We accept the offered file box and stare in amazement. Cards under *this year's date!* This year's vacation school registration, all complete and in order before we arrive! Father explains with pardonable pride that the CCD *Fishers* have been on the job for weeks, donating much more than their fifty-hour minimum of service by making personal calls upon the Catholic families in the parish, encouraging them to enroll all their children for the summer term. They have even contacted the non-Catholic families, in a friendly and unobtrusive way, and expressed their willingness to provide any desired information or reading matter about Catholic doctrine or practice. Hence the completed registration file, available early enough to aid in accurate ordering of books, which are unpacked and ready for distribution (those Helpers — at it again!).

By this time we are actually radiant, and quite ready to interview the hesitant parishioners whom Father may suggest as possible class teachers.

"They'll be over this evening for a meeting,"

says Father. "But you'll have no problem there, Sisters. The chairman of teachers has had the list of volunteers for several weeks, and he has gathered them for six or seven weekly demonstration lessons at which they have learned the Confraternity procedures for conducting classwork in the religious vacation school. You'll be glad, I know, to hear that one of our active members, a young woman who taught public school music before she was married, will take each class daily for the singing period."

We are glad indeed, and ask Father meekly how many more aces he has concealed up his sleeve. He is most willing to enlighten us, and the organizational "aces" drop thick and fast. One of the Confraternity officers has acted as chairman for arrangements, and has secured the school building, together with all necessary permissions for use of equipment. The treasurer, as chairman of the finance committee, is proud of his report of funds, adequate for the customary offering to our mother house, for our living expenses and travel expenses, for books and supplies to be given to students not able to pay for them, and for a nice addition to the teachers' reference library besides. We make polite comments about all that efficiency, while we feel inwardly elated to think of a summer without the discomfort of sitting in a front pew during the announcements about the vacation school collection — sometimes even about its deficiencies. That announcement has always made us feel as if there were a sign on our pew saying "Walruses will be fed at 4:00." But we return our attention to Father, who has more to tell us.

The publicity committee has done an unusually fine job, and deserves part of the credit for the Fishers' success in registration so complete that it will need only to be verified on opening day. In addition to the available supply of textbooks and project books, activity materials as prescribed by the Diocesan Office are on hand.

We hear more about the school year program that will follow up the summer's work as efficiently as possible, using several of the same faithful volunteer teachers. We learn that there is a separate group in the unit called

Parent-Educators, who serve especially in promoting the practice of religion in the home, and to co-ordinate home attitudes and practices with what has been taught in the CCD classes. We get more information on the Confraternity's sponsorship of youth clubs in which free, intelligent discussion will further vitalize doctrine and motivate right practice.

We are overwhelmed. We pinch ourselves to see if we are dreaming. But the curtain drops over our little scene. It has been a fantasy, certainly, but the parish it portrays is no dream. It is a type of countless parishes all over our country.

So much for the fully organized CCD approach to the religious vacation school, an approach noted everywhere as being eminently "practical as to means." This brief sketch omits many details of the vacation school structure built by the Confraternity. The *Manual of the Parish Confraternity of Christian Doctrine* and the *Manuals for Religious Vacation Schools* are packed with further practical directions for the work.

Practical as to Adaptation

Now for that irksome problem: "What about the Religious Vacation Schools that we so often find as we go about? Some are just tiny mission chapels in which the pastor can come to say Mass perhaps only when there is a fifth Sunday in a month — where there can be only one or two Masses a week even during the time the Sisters are teaching the little groups gathered there. Some must be conducted in the church itself if they are to be conducted at all. Where are all the Confraternity plans for a teacher who must blast away against the din of two other groups of small fry wriggling in the benches as they learn their prayers vocally just a few feet away from her? What about the Sisters (and this is no fiction) who drove out each evening to an isolated general store where they could catch the little beet workers as they came out of the fields, sweat-stained and supperless? One Sister had to make a classroom of the front porch, where seats were improvised of inverted buckets and boxes. The other had a "classroom" back of the store, but most of its space was occupied by an immense washing machine. Sister found that she could seat her charges and see them only when she herself perched on the washing machine in the center of the room, trying hard to think of Peter's boat.

In other words, is the CCD "practical as to adaptation," when you come to the test of use? The answer is an emphatic "yes!" It is in adaptation that the Confraternity has been helping most of us during all the years we have been working in tiny vacation schools and isolated groups such as those described. The daily schedule recommended by the CCD with its wide variety of activities and new approaches is certainly adaptable.

- 8:15 Mass (followed in inexpensive Mass book)
- 9:00 Opening prayers and hymn
- 9:10 Picture study and sacred stories
- 9:30 Christian Doctrine (only 30 minutes, formally)



Vocation Month at St. Rose's High School, Belmar, N. J. Freshmen exhibit, March, 1951. The girls got into the picture, but the class president who sent the picture to C.S.J. was a boy. The school is in charge of the Sisters of St. Joseph of Chestnut Hill, Philadelphia, Pa.

10:00 Conduct and religious practice
 10:10 Recess with supervised recreation
 10:30 Singing
 10:45 Liturgy
 11:00 Project work
 11:50 Closing prayers and dismissal.

Despite the fact that the CCD sets its educational standard so very high, it presupposes hardly any of that attainment in the preparation of the materials we are using. So simple and clearly directed are they that most of them can be used in the most primitive school situation imaginable—even in the space occupied by the dear little field-worker boys and girls mentioned before. "Practical as to adaptation?" Yes, indeed, and we who do the day labor in the vineyard wherever we are sent each year say a heartfelt and a prayerful "Thank you!" for the supplies of the CCD.

Practical as to End

Lastly, the third facet of the word *practical*

—the one that connotes "producing the best results." However much we may wish for effective organization, or for materials that add zest and interest to our classes in the religious vacation schools, we have only one wish basically—that our children may be saints. We work, and we pray, that they may grow to manhood and womanhood armed with the matchless shield of faith; brave, daring, enterprising for God's cause because of their rock-founded trust in His goodness and His care of them; ready to live well and to die well, no matter what dangers the world may place in their way.

Sisters who teach their more fortunate parish school children 36 weeks a year, five full days a week, and who teach their other children three or four weeks a year, five half-days a week, with possibly 36 other brief meetings after Sunday Mass, are appalled at the tremendous difference of opportunity for the two groups.

The Sisters harp on key truths of religion, in class and out of class, using every minute, even up the river on RVS picnics, to help the children develop a Catholic mind on subjects of daily importance. There just is not enough time. And surely one must cover the whole curriculum with them, and be at the catechism one way or another a good part of the time. Indeed, and there again we must be thankful for our Confraternity materials, for they go at the catechism in all their fascinating new ways, and in so doing they keep up that necessary reiteration of the great cardinal truths that can motivate men and women to a lifetime of constant virtue.

In short, a "practical" Confraternity approach by both pastors and Sisters in their 1952 Religious Vacation School planning and actual sessions will do much to bring about the "practice" as well as the knowledge of religion by the public schoolers who need so much of both.

A New Jewel in the Crown of St. Maria Goretti

Rev. James P. Conroy *

IT WAS Saturday evening, June 24. St. Peter's Square in Rome was jammed with nearly a half million people. The sun was just going down behind the Dome and the statues of The Twelve stood out in magnificent silhouette against the darkening blue of the Italian sky. Below, on the steps of St. Peter's, the Holy Father was speaking of Maria Goretti the youthful martyr to purity whom he had just raised to the altar through canonization. Those of us who were present in that throng will never forget the ringing tones in which the Holy Father delivered his allocution that evening.

A Modern Patroness

Among the many concrete ideas presented in the allocution was one which can never be emphasized quite sufficiently. It is this: The Holy Father proposed St. Maria Goretti as the patroness of modern youth, "the modern St. Agnes." He gave her to the youth of the world and pleaded for her continual veneration as a saint whose influence was particularly needed in these times. He set July 6 as her feast day.

In the nearly two years following the canonization of this little saint, devotion to her has spread in this country, but has it grown sufficiently to match the filial hopes of the Supreme Pontiff? Has she become the advocate of American Catholic youth in the sense that she is regarded by them as a special intercessor during these times? Youth

will say with conviction, "this is our problem!"—meaning purity—but do they realize that they have been given a special saint in answer to this problem? Does devotion to



St. Maria Goretti a Patron for Modern Youth.

St. Maria Goretti form an integral part of the prayers of American youth for purity of life?

The *Fighting 69th*, a movement now numbering more than 400,000 youth in the United States, its territorial possessions, and several foreign countries, has made some attempt, at least, to answer these challenging questions. Open to all youth of high school age and older, as well as to servicemen and women, it has adopted St. Maria Goretti as patroness. Founded to bring about a stricter observance

of the sixth and ninth commandments (from which it gets its name) through devotion to the Sacred Heart of Jesus and the Immaculate Heart of Mary, the movement is now meeting one of the special needs of the youth of our times. It asks its members to pledge themselves to avoid the occasions of sin against the sixth and ninth commandments and urges them to avail themselves of the many devotions in honor of the Two Hearts.

Members of the *Fighting 69th* sign pledge cards which they carry with them at all times. They show their cards to others and are continually attempting to recruit new "Campaigners." Parties, dates, dances, thus become challenging occasions for the work of the *Fighting 69th* and more often than not are used as opportunities by members for spreading the work. There is no question of the fitness of the choice which makes St. Maria Goretti patroness of all of this activity. Those who enlist in the *Fighting 69th* do so out of regard for a virtue, the love of which cost St. Maria Goretti her life. *It now seems that the time is ripe to take a further step in establishing the name of this little Saint for American Catholic youth.*

It has been mentioned that July 6 is her feast day. Campaigners for the *Fighting 69th* are shortly going to be asked to observe this feast day with a novena which will begin on June 29 and end on Sunday, July 6. It is hoped that the majority of them will be able to observe the nine days preceding the feast with Mass and Holy Communion, but if this

*Associate editor of *Our Sunday Visitor*. Address: 41 East Park Ave., Huntington, Ind.

is not possible they will be urged to some kind of appropriate prayers for each of the nine days. A special novena by the author of this article and based on the canonization homily of Pope Pius XII, has already been written for this purpose.

An Invitation to Youth

But why should this be restricted only to the 400,000 members of the *Fighting 69th*? Surely every American Catholic youth should participate in this observance of the feast of St. Maria Goretti. This will include grade school as well as high school and college youths.

It will be argued that July 6 is not the most advantageous time for our Catholic youth to observe a special Communion day. July 6 occurs in the middle of summer. Youth are scattered to jobs, summer camps, and vacations. It will not be easy to contact them, certainly not as easy as it would be during the school year. For these reasons many will say that such an idea is doomed to unhonored failure. Nevertheless, it must also be admitted that at no time of the year are our youth so surrounded by the forces of paganism. Vacation time in the U. S. is frequently but a byword for spiritual negligence and sin. The evil of impurity exerts its strongest influence during the summer vacation period. Idleness, the trend toward nudism, and the relaxation of spiritual practices form a combination difficult for many youth to withstand. This has been so in the past and the seriousness of the situation is only heightened

with each passing summer vacation.

What a wonderful boon to the spiritual life of our American Catholic youth should July 6 become a summer oasis for the refurbishing of jaded spiritual forces. How consoling to the Sacred Heart of Jesus and the Immaculate Heart of Mary should this day, in the middle of summer, find thousands of American Catholic youth at holy Mass and the Communion rail. What a jewel in the crown of the new little St. Maria Goretti! What a forceful argument for the future spiritual health of the Church in America!

An Early Announcement

These are breathtaking challenges which outweigh all difficulty in the attempt to meet them. Should they be realized, any effort to gain the goal would be worth while. It can be done. If teachers and those in charge of Catholic schools begin, even now, to point to the feast day and the preceding novena, much will be already accomplished. If this were presented in the form of a challenge, many extra thousands of generous youth certainly would respond. The effort cannot possibly be a total failure for surely there is everything to gain and little to lose. The reason July 6 has been assigned by His Holiness as the feast day of St. Maria Goretti, is simply because it marks the day of her death—her birthday into heaven. This is providential then, an act of God, and therefore not to be treated lightly by those to whom she has been given as a special patroness. St. Maria Goretti, pray for us!

In the natural way a girl destined to marry starts a "hope chest," filling it with treasured items—a frilly, lacy article here; daintily hand-embroidered linens there; everything of the best.

My hope chest is vastly different, for it is my heart. Unwittingly I have begun to fill it with my longing desires, for it may be that I am one of many to be the bride of Christ. In my heart are the many happy hours I have spent talking with God and the consolation He has given me. And while I am awaiting the realization of this great goal, I must further fill my heart with treasures, to be worthy of this supreme dignity. Hence I must be pure, for He is Purity itself; humble, for in my smallness His greatness grows and expands; simple, to entice to Him all with whom I come into contact; obedient, to do His will cheerfully. I must be charitable, to love my neighbor with the heart of Christ; generous, to step out of the ranks with a strong "I will," at the call of heavy duty. I must acquire the spirit of prayer, continuously lifting my heart and soul to Him; I must love Mary, God's mother and mine, to love her Son more and more deeply; I must receive Holy Communion frequently to identify myself with Christ. I must study the Gospel, to make His way my manner of living.

Furthermore, I must make myself physically fit. I may have to carry Christ to foreign lands, to war-torn zones, to disease-infested areas, through unspeakable dangers. I may even have to face martyrdom. I must be strong.

And when the day of acceptance finally comes, and I don the somber habit in place of my satin bridal gown, and exchange orange blossoms for Christ's crown of thorns, nothing to me, will be more beautiful than the wedding ceremony, my own, when in the presence of my bridegroom I pronounce my oath to Him—my vows of poverty, chastity, and obedience—"Until Death Doth Unite Us," and in turn hear His words of approval, "Come, My beloved, for it is you whom I have lovingly awaited, come My fair one, My spouse."

"COME, FOLLOW ME"

Shirley Wagner

Editor's Note. This essay on vocations was submitted in a contest by the N.C.W.C. in connection with a Vocation Institute for the junior high schools of the Diocese of Lafayette (Ind.), April 1, 1951. The author is Shirley Wagner, 13, of St. Mary's School, Anderson, Ind. The school is conducted by the Sisters of the Holy Cross and the essay was submitted to the *Catholic School Journal* by Sister M. Christella, junior high school sponsor.

The Gospel relates the story of a rich young man who asked Christ the surest way of gaining heaven and who, upon hearing, "Go, sell what thou hast . . . and come, follow Me," sadly turned away, for he loved his riches far too much to follow Christ so closely.

A vocation, then, is a repeated call of Jesus, counseling chosen souls to serve Him in a perfect manner. To some the consequent renunciation is a wrenching hardship; to others, on the contrary, an inestimable privilege to be thus singled out by the great God.

In the May days of my life I seem to hear this call, recognizing it by the growing esteem

for the things of God, by an awakening desire to respond to this invitation. I feel that I should give Him my mind, my heart, my will.



The author of "Come, Follow Me" is standing, third from the left, in this picture of the art exhibit at St. Mary's School, Anderson, Ind. At the extreme left is a glimpse of a vocation exhibit. A feature of the art exhibit was the baptismal certificates of the pupils, hand painted and illuminated.

Practical Aids for the Teacher

A Community Appreciation Survey

Brother Leo V. Ryan, C.S.V.*

Social science courses and business education subjects afford innumerable opportunities for students to participate in activities which reach beyond the narrow confines of the classroom. A Community Appreciation Survey represents a project which makes the student study his home town and evaluate community assets.

Consumer education, economics, government, sociology, and other courses in the social science and business areas are scoped to the local level. A surprisingly high percentage of the high school population holds a biased opinion of the local community. In their inexperienced insight these students tend to overlook the shortcomings of other communities and underestimate the dynamic features of their own. This attitude results primarily from lack of objective evaluation of their home town. A "Community Appreciation Survey," effectively blended into the class program, can contribute toward converting skeptical students into community-wise citizens.

My initial experience with the Survey was on the college level. Professor Hugh L. Riordan of Marquette University used a similar project in marketing as a means of assimilating social, political, and economic backgrounds on Milwaukee. Later I named the activity, organized a similar project for the secondary level, and used it to advantage among the business education students attending Cathedral Boys' High School, Springfield, Ill. With adaptations, such a project can be used effectively in any course in the social science or business curriculums. The outline suggested here represents the procedure used at Cathedral. The project may be varied according to the community considered, subject concerned, or the students involved.

Local Background

Preliminary preparation for the project came in a series of "teaser" questions on Springfield asked almost daily over a period of several weeks. These questions were such that they puzzled the bulk of the students and occasionally provoked class discussions. The class was readily conditioned for the activity.

Students were given an assignment to collect folders, leaflets, and booklets describing their community. Most of this material was secured by the individual students from the chamber of commerce. By prearrangement with Robert Irwin, chamber secretary, the chamber of commerce

staff was alerted to the impending visitation by students soliciting material. Highest praise must be accorded these public servants for their wholehearted co-operation with the school and the students. Students were also encouraged to collect and submit magazine and newspaper recognition of Springfield and the surrounding area. These items were posted on the class bulletin board.

Next students were asked to prepare an assignment discussing: "Why I Like to Live in Springfield." Five reasons were required. At the outset many students protested that they did not like Springfield. In that case, I agreed to let those students take the negative view of the question, if they could substantiate their objections with good reasoning. When the papers were submitted not a single student had selected the negative analysis.

Cataloging Assets

Reasons proffered aligned themselves in definite categories. From these reasons could be deduced certain "community assets" which tended, in the minds of the students, to create a favorable attitude toward their home town.

For the next step in the "Community Appreciation Survey" each student was asked to select some asset of the city and to prepare a succinct paragraph describing the place or event. No duplications were allowed. Each paragraph was submitted, corrected, returned, and rewritten before the final product was approved for typing on a four by six index card.

Topics covered included: agriculture, historical sites (Lincoln's home and tomb, New Salem), recreational facilities (Lake Springfield), newspapers, mineral resources (coal), famous residents (Lincoln, Vachel Lindsey, Robin Roberts), city government, transportation (railroads, bus lines, and airlines), factories, churches (especially Roman Catholic and Episcopalian cathedrals), and schools (parochial and public) among the 36 assets selected. These 36 situations reviewed constituted 36 reasons why Springfield was a good city in which to live.

The card summaries can be used for a variety of purposes. They may be sent to several national magazines as ideas or reference cards pending publication of articles on the community. Ideas may be secured from such articles as the "Cities of America" series featured in the *Saturday Evening Post*. Another set may be posted collectively, or individually over a

period of time, with appropriate photographs collected or taken by the students. These may be displayed in the classroom, library, or in the school corridors. A community scrapbook maintained by class later it may be donated to the school or community library.

Newspaper Co-operation

An activity of this nature has human interest value as a potential feature article for the local newspapers. The best method of securing this attention is to contact the city editor and explain the project. Most newspaper people see the immediate value of the undertaking and sense the story value. The *Illinois State Register* featured last year's Survey sponsored by the consumer education class at Cathedral High School and used pictures of the class with the students holding their evaluation of a community asset. In addition the staff writer incorporated ideas from the five reasons submitted by each student for enjoying the privilege of living in Springfield into the feature article. Only one newspaper could use the story as feature material, but the other papers gave the activity news coverage.

The "Community Appreciation Survey" may be altered and adapted for any situation and almost any course from English through the social sciences to the business education field.

Most important, the Survey contributes to an alert civic pride among the adolescent citizenry, a pride based on facts and steeped in a true appreciation of the benefits offered by the community. Civic achievements find their firm foundation in the endurance of such constructive attitudes.

DELINQUENCY ERASED

Rev. Thomas S. Hansberry was largely responsible for reducing juvenile delinquency in Claremont, N. H., from 50 cases in 1943 to 16 in 1946, and three in 1951. He asked the chief of police to send Catholic juvenile offenders to him. He made friends with the boys, talked to their parents, and kept constant watch. Protestant clergymen took the cue from him and used the same procedure.

To stimulate the religious instruction program of the Confraternity of Christian doctrine in one of his parishes, Father Hansberry has organized monthly chaperoned socials with a 12-piece dance band and a 5-piece hillbilly band composed of high school students.

Father Hansberry is now field representative for the National center of the Confraternity of Christian Doctrine.

*Cleric of St. Viator, 6219 Sheridan Road, Chicago 40, Ill.

Seeing is Believing

SIMPLE VISUAL AIDS

*Sister Christine**

Living as we do in an age of motion pictures and television, of comic books and commercial demonstrations, the youth who face us in our classrooms today are definitely "sight" minded. Of the conglomeration of facts that absorb their interest from the rising of the sun, not until the setting of it, but far into the night, most of these pieces of information enter their minds through the eyes. It is the wise teacher who realizes this and uses visual aids to reinforce her teaching.

Much has been written about the techniques of using films and film strips in the classroom. Educators have explained the necessity of preparing students for the lesson, summarizing the results, and checking for teaching value. But many teachers have not shown sufficient interest in the possibilities of homemade visual aids that offer a more certain approach to the individual problem that exists within the school and whose answer can be most readily found just there.

Techniques for the Bulletin Board

Simplest among the devices listed as visual aids is the bulletin board. Although students must be trained by the teacher to regard this medium of information as important, the bulletin board, when attractively arranged, can play a dominant role in reinforcing instruction.

Of course, plain brown cork supplies a good background, but the various seasons profit by gayer coloring. Window display shops afford a variety of figured paper, particularly of the corrugated kind. Ship scenes, landscapes, fall leaves, each in season, enliven the walls of the classrooms. Cutout pictures and letters pinned, stapled, or pasted on this background stand out in relief.

Recently the dime stores have been selling rolls of shelf paper in solid colors and in conservative floral designs. Although this paper does not take either poster paint or ink, it presents a cheerful and attractive background where cutout letters are used.

Genuine art work presents an unsurmountable hurdle to the ordinary teacher whose drawing experience frequently consists of underling words. With the use of the opaque projector, gratifying results can be obtained. A small picture or model may be placed in the frame of the projector and a large sheet of paper or a piece of cardboard taped to the wall. Once the picture is focused on the large sheet and made the size desired for the bulletin board, it may be sketched accurately with comparatively little artistic skill. A

partially darkened room will answer the purpose. Coloring may be done either with the opaque still focused or after the picture is taken down.

The "New Year" bulletin board shows black duvetyne used as a background. This is a display cloth obtainable from most window-decorating shops. It is economical because it can be brushed and put away for many seasons' wear. Four colors—black, blue, brown, and maroon—supply sufficient variety for the year in an average high school classroom.

Slides and Films

Slides and films open new vistas to the teacher who is either an amateur or professional photographer. For instance, teaching the editorial and printing setup of the school paper can be shown by a film strip in which the actual staff room and local printing office may be represented in detail. The printer is usually flattered at such a service and lends his co-operation gladly. By this means, new reporters and journalists can follow the construction of the paper from the first step of page planning to the final distribution of the finished sheet.

Freshman orientation in a large school may be handled in the same way. Before freshmen are allowed to tour the building, even under the supervision of guides, a film strip showing the points of interest and the general layout of the building will make the tour more valuable. Teachers and student council officers may be introduced by the same method. This

system of acquainting new students with their school has been used effectively at Seton High School, Baltimore, Md., where the school plant includes two buildings.

In the business department, film strips can be used to demonstrate the various machines while their basic manipulation is explained by the teacher. When this method of introduction is used, familiarity with the working of the machine is hastened and much confusion avoided.

In every school there is the ageless problem of developing character, instilling courtesy, and fostering school spirit. Many good films and film strips have been produced for this purpose. However, an experiment carried on several years ago netted excellent results in all three fields.

Armed with a movie kodak and two floodlights, yards of extension wire, and a student assistant, one of the teachers devoted the last six weeks of school to preparing a courtesy film centered about the points of courtesy, character formation, and school spirit that the school was stressing.

By means of a running story, a freshman was shown interviewing the guidance counselor who turned her over to the student council president. This young student felt that she was not successful either scholastically or socially. Acting on the suggestion of the counselor that this sense of insecurity might be due to a lack of courtesy, the student council representative took her through a day at school.



The bulletin board cleverly suggests thoughts of the season or ideas for a current school project.

*Daughters of Charity of St. Vincent de Paul, Emmitsburg, Md.; St. Paul's School, 600 Dinwiddie St., Portsmouth, Va.

After the pictures were taken and developed, the story was typed and titles made in an Eastman titler by the same person who took the shots. When these likewise were developed, they were spliced into place and the film was ready for showing. Since then it has formed a part of the home-room guidance program for each class during the first month of school and is reviewed at the opening of the second term.

The expense for such a project was not exorbitant. In this particular instance, expired film (which is much cheaper than the "future dated" kind) was used for all outdoor work. Experience in photography may make the taking of pictures easier and perhaps better, but it is not essential for satisfying results. Much information can be obtained from magazines, pamphlets, and books regarding photography. Ordinarily these articles are written for the amateur and the language is simple and easily understood. Most film dealers



A Poster Made by Using a Projected Picture as a Guide.

are generous with both time and advice.

Concealed in every school are countless opportunities to make our students better Catholic citizens and to prepare them to live their

lives more effectively. Visual aids, better than any other medium, can bring these opportunities to light and capitalize on them for better teaching.

A Vocation Playlet

ALONG GOD'S WAY

*Sister Jean Marie, O.S.B.**

CHARACTERS: Sister Dolores, Mary, Mrs. Brown, Mr. Brown, Jack, Jerry, Bill, Blessed Mother, The Devil, Announcer.

Act I

SETTING: Curtain rises showing a living room, with a table and lamp. Mrs. Brown is sewing and Mr. Brown is reading a paper. Jack, Jerry, and Bill enter and sit down in comfortable positions. All three look expectant, as if they were waiting for someone. Mary enters dressed for a dance.

JACK: Now just look, boys, who walks in all dressed up.

BILL: And where are you going tonight, fair lady?

JERRY [*as Mary smiles and picks up the book "Written in Heaven"*]: I do believe it is to a convent and in all that finery, too.

MARY: Well, Jerry, you aren't so far off the mark as you think you are. In fact I am thinking of becoming a nun. You know reading this book made me think.

JACK: You're certainly making a wonderful start going to a dance.

BILL: Are you going to announce your departure there?

MRS. BROWN: Boys, I don't think you should tease Mary like that. Being a nun is serious.

MR. BROWN: I agree with Mother. After all, Mary should be able to make a remark without causing all that fuss.

[*The doorbell rings.*]

MARY: Goodnight, dad. Goodnight, Mother. [*Kisses Mother on the forehead.*]

MRS. BROWN: Have a nice time, dear, and come home early.

JACK [*opening the door with much ceremony*]: Bob might be interested in what you just told us. Do you want me to tell him?

MARY [*pulling Jack's tie*]: You are very solicitous, darling brother. When the time comes I'll tell him myself.

[*As Mary leaves the boys drift out one by one.*]

JACK: I have to make a phone call.

BILL: I think I'll go to bed early.

JERRY: I have to look up some references for my night class.

MRS. BROWN: Do you think she is serious?

MR. BROWN: I'm inclined to think she is. When she smiles that way it is like a go signal.

MRS. BROWN: I never told you but long ago, when she had pneumonia, I was frightened. I promised the Blessed Mother, when the shadow of death crossed her face, that I would give my little girl to her Son, if she ever lived to grow up. Mary opened her eyes then, and grew better very fast. However, as she grew older, I had reason to believe that the Blessed Mother had no intention of taking her into her Son's service. But now —

MR. BROWN: You would like to keep her here?

MRS. BROWN: No, I only want her to follow out the designs of God. Mary is no longer a child. She must choose for herself what she wishes to do. I shall neither stand in her way when her decision is made, nor shall I influence her in making it.

MR. BROWN: I don't think you need to worry. Mary is a clear thinker, and she will either think her way out of this, or into it.

My one wish is that she will be happy, although it will be like taking the sunshine out of my life to see her enter a convent, where I shall seldom see her.

MRS. BROWN [*rising*]: While you go down to fix the furnace I'll lock the doors.

Act II

[*Mary returning from the dance tiptoes in and quietly turns on the light. She looks about the room with a sad expression. Suddenly, spying an ash tray, she moves it a little forward.*]

MARY: Jack didn't fill the ash tray as he usually does. I do hope I wasn't too blunt tonight, but I just had to see how they all would react. I don't think the boys relished the idea in the least. [*Picks up a tennis racket and runs her fingers over it.*]

DEVIL [*enters and stands in background*]. How can you ever give up all the things that bring you so much pleasure? Can you see yourself day after day getting up at five o'clock in the morning? Then the long prayers, and you know you are not given to spending long hours on your knees. You're not holy enough. Besides you are hurting your parents and brothers. There will be long hours in the classroom with all kinds of children. What about complaining parents? You'll have to listen to them, you know. There will be no opening of doors or any kind of catering. You will receive no compliments; and you will be always alone. Ha, ha, ha.

MARY [*falling on her knees before a statue of the Blessed Mother, and taking her rosary in her hand*]: Dear Blessed Mother, give me courage. I have prayed so very hard to know

*Sacred Heart School, St. Mary's, Pa.

what God wants me to do. Each day I kneel before your altar, in St. John's Church, and beg you to help me. I am so very mixed up and so awfully tired. [*Sits in rocker clasping her rosary and closing her eyes.*]

BLESSED MOTHER [*dressed in blue, with a circlet of gold stars about the white veil on her head. As she enters she pushes the devil aside and coming near to Mary she looks at her and smiles tenderly*]: I have not forgotten you, Mary, nor has my divine Son. Satan has shown you only the glories of the world. Would you be happy living only for yourself and life's empty pleasures? How my divine Son desires your heart! But you must be brave enough to leave all.

MARY [*awakening and rubbing her eyes*]: That sleep did me a world of good. I feel as if everything is going to be all right now.

Act III

[*The three brothers are sitting in the living room talking.*]

BILL: What do you think about Mary's going to the convent, Jerry?

JERRY: I'm not too keen about her going but if that is what she wants I'd never stand in her way.

BILL: I was talking to Jim Conway the other day. You know, he works in the office with Mary. He said she has been so restless the past few months. She just doesn't seem to be her usual happy self. He wondered what was wrong, and of course, I couldn't tell him she had the convent on her mind.

JACK: Helen Adams entered somewhere — St. Marys, Pa., I think was the name. Naturally it was fine for Helen. She was quiet and cared very little for dances and things like that. If I have anything to say about it, Mary's not going.

JERRY: If I know anything about it Mary won't listen to what you have to say. She has a mind of her own. After all it's her life. We always stuck together through thick and thin and I'm not letting her down now.

MARY [*enters with a bright smile*]: Good morning.

BILL: Has our nun changed her mind? It happens to be ten o'clock and not five o'clock in the morning.

MARY: Not at all. My mind is on the same track. In fact I intend to go down to the Benedictine Convent to see Helen Adams in a few days. Remember, I'm on a vacation.

JACK: I imagine Helen Adams will want you to call her Sister Dolores.

MARY: And how does my charming brother happen to know what her name is?

JACK: After you went to your dance last night I went out to Joe Adam's farm. He had just been down to see Helen, I mean Sister Dolores. Joe said that he just got a notion that he wanted to see her. He had quite a story to tell about bells. His Sister got up when the first one rang, saying she had to go to "Matins," whatever that is. She gave him a book to read.

BILL: Imagine Joe reading a spiritual book in a convent parlor.

JACK: He said when he got nerve enough to

pick it up, another bell rang. Then Joe heard some praying. It went on for nearly an hour and during that time the bell rang two or three times. After he had bitten his fingernails all off he decided that he'd better go out and get a plug of tobacco to chew on. Joe said Sister Dolores came back just in time and he didn't have to.

MARY: Who is stretching the truth? You or Joe?

BILL: That Joe is a clown.

MARY: Thanks for the information about Helen's name. I'm going out now to send her a telegram about my visiting her a few days.

JERRY [*whispering to Mary*]: Remember, Mary, I'm with you if this is what you want and I'll help you all I can.

BILL [*smiling at Jack*]: You're a big help. You gave her the information she wanted. [*Jack looks disgusted.*]

Act IV

SETTING: Curtain rises showing a classroom. A Sister is sitting at the desk correcting papers.

SISTER DOLORES [*smiling suddenly and going to the door*]: Do come in, Mary. My, but it seems so good to see someone from home. [*Motions for Mary to sit down in chair near desk.*]

MARY: Sister, I came down because I need your help.

Sr. D.: Of course. Your telegram did surprise me. Now first tell me about yourself and we'll talk about everyone at home later.

MARY: Sister, I think God has given me a vocation.

Sr. D.: Fine, Mary.

MARY: I don't think it's so fine, Sister. The more I think about it the more complicated it gets. It has me all mixed up. I just can't seem to get up enough courage to leave everything. Besides everyone says I'm not the type.

Sr. D. [*amused*]: What do you think is the type?

MARY: Well . . . I would say the individual who is always calm, and yes, passive. Someone who cares nothing about sports or dancing. She will say yes and no, if that is what anyone wants her to say. A person who likes to pray and is always the same. Above all she mustn't be too fond of her family. Do I make myself clear?

Sr. D. [*laughs*]: You've described a clay saint, Mary. One without a heart. I would find her very dull and I think you would too. In other words she walks with her hands folded and her eyes in a crack. I know what you mean all right but she is no ideal.

MARY: I have only average ability. Besides I'm not too fond of studying.

Sr. D.: I don't think St. Peter was a genius.

MARY: Yes, but don't you have to be rather intellectual?

Sr. D.: An average mind and a heart that is ready to do great things for Christ are all that are needed.

MARY: What about the nuns? Are they all what you would call ideal?

Sr. D.: No, Mary, perfection is never found on this earth. We only seek perfection. No matter where you go there will be people

whom you will dislike. You will find them even in convents.

MARY: Don't you ever miss your home?

Sr. D.: You never really forget the people with whom you grow up, Mary. A few years ago Mother was quite ill. I obtained permission to stay with her for a week. It used to be when I had a hard day in school I would long for the forests and the wide open spaces. In other words I wanted the great outdoors to soothe my tired heart. When I went back after ten years it had all changed so. My brother no longer teased me but explained, with infinite patience, all about his scientific farm machinery. When I went near a fence one day, a cow surveyed me with cool contempt, then turned and walked quietly away. Even the cows regarded me as an intruder. I was glad to get back to the convent when the week was at its end.

MARY: Then it was a struggle for you at first?

Sr. D.: Life is a struggle, until you learn to see the will of God in all things. But come, you are tired. We will discuss your vocation and things at home later, after you have rested. I'll take you to the convent now and let you meet some of the nuns. I don't think you'll meet many of the ideal you just described.

[*Exeunt*]

Act V

ANNOUNCER: And so ten years passed. Mary was now Sister Patricia. Winter snows melted into spring flowers and spring turned into summer's heat. Later autumn leaves turned colors and fell noiselessly to the ground. Sister Patricia had never turned back, although her temptations were strong and many.

Sr. D. [*Enters and sits at desk correcting papers. Looks toward the door, smiles and rises*]: Sister Patricia, what a pleasant surprise!

Sr. P. [*breathless*]: I only came in to say "hello." Do you remember ten years ago in this very room I came to you?

Sr. D.: And tried every loophole to decide you had no vocation? But tell me what are you doing here now and how do you like your country mission?

Sr. P. [*putting a thick envelope on desk*]: It is all in there, Sister. I wrote because I didn't know I would come home with Sister George. She had to see a doctor. I love the country, even when the windows rattle and mice find their way to our trap. But good-by until spring. I have already overstayed and the car is waiting for me.

Sr. D. [*going to door*]: Good-by, Sister. God bless your work.

Sr. D. [*taking Crucifix on the desk into her hand*]: Please, dear Lord, send us more like her. We need her energy and gaiety to carry on Your work. So many of the Sisters are weary from a burden which seems too heavy because there are so few. We are trying so hard to accomplish Your work but some of us are so tired.

[*Curtain*]

THEY LIKED GEOMETRY

Sister M. Inviolata, R.S.M., principal of Saint Xavier Academy in Chicago, thinks that her fellow readers of the CATHOLIC SCHOOL JOURNAL will enjoy the accompanying pictures and comments of her students.

Geometry Is Fun

There must be some good reason why people have studied geometry for hundreds of years. This subject has grown gradually from the beginning of civilization. It may sound absurd but even in the most primitive of times people thought mathematically. You may think that this has nothing to do with geometry being fun but it does. Can't you imagine how amazed the primitive man was when he learned to measure and count and to compare the different sizes and shapes around him? I'll make a sure bet that you are just as amazed and fascinated at the things you have learned to do since you began to study geometry. Geometry also helps us to think clearly, and if there is anything we need it is clear thinking in this world. It would prevent snap judgments and give us a chance to voice our opinion and to accept the opinion of others. — *Sheila Searle.*

Geometry Is Fun

When I walked into my first geometry class this year, I thought that it would be the dullerest subject that I have ever taken. Well, that's where I was wrong. Completely wrong. Geometry is hard. There is no getting away from it. But, it is fascinating. A person can test his or her intelligence by reasoning out a few problems. If a person can reason well, she is very intelligent. So far from geometry I can think more carefully and exactly. I heard the girls last year saying that I would like geometry better than algebra. I didn't believe it at the time, but since then my mind has changed. In geometry your eyes can deceive you very easily. It is interesting to know how triangles can be divided and classified. What I like about geometry is that all the work that has to be done must be done by yourself and you usually have to give a reason to verify your answer. When I do an assignment all correct, I really feel that I have accomplished something. I often think what kind of world we would have if we did not know geometry. All buildings have geometry fundamentals in their construction. I can truthfully say that geometry is fun. A subject that is alive and fascinating will always be fun. — *Gabrielle Walters.*

Geometry Can Be Fun

Two years ago, upon asking my cousin what homework he had, "Oh, geometry," in a disgusted voice was his answer. He certainly didn't find any fun in it.

Now I am studying geometry, and I think, with a little imagination, geometry can be

lots of fun. In our school the geometry teacher ran a contest for the geometry pupils. It was called the "G.O. Metric Hat Shoppe" and the hats had to be in a definite geometric shape. Of course, once you had a shape, imagination could run wild with veils, ribbons, bells, and what have you.

There are many contests like this and the really nice thing about them is that they help you get acquainted with the work and know it better. So with contests like these, that make work easier I think that geometry can be fun. — *Patricia Kinney.*



Geometric Activities at St. Xavier Academy
Upper picture: Admiring the Geometric Hat Shop; lower: Measuring and drawing angles. Note the geometric designs above the blackboard.

Bulletin Boards and Borders

*Sister Gabriel, O.S.U.**

MARCH — APRIL

Since Lent begins, or is well on its way in March, we begin our Lenten practices. Each pupil is asked to cut a cross uniform in size as desired by the teacher. Various colors of paper may be used, but for an effective blackboard, I would use white or very delicate pastel shades. The pupil prints his or her name across the front and after prayer and a few minutes' reflection writes some pious practice or penance on the back. The crosses are then ready to be thumbtacked or pasted to the bulletin board or blackboard as designated. "Helping Jesus Carry the Cross to Calvary" is the theme for Lent. "No Cross, No Crown" is likewise impressed upon them and at the

close of the penitential season a crown made from gold or yellow paper is placed by the cross of those who fulfilled their promise. Natty little "Easter Bonnets" are made for their mothers or sisters by using lace paper doilies and small nut cups. The doilies are pasted on thin pastel paper and then cut to fit. The cups are used for the crown and gay ribbon and flowers are added for decoration. If preferred they may be made without the colored paper and are all the more lacy and delicate.

A simple but impressive poster may be made with a large paper cross of lavender or purple and this mounted on a green background. At the foot of the cross, a sheaf of palm, (or pussy willow) gives a touch of Easter triumph to the classroom.

*Brescia College, Owensboro, Ky.

THE CALENDAR: MARCH

Mar. 2. **First Sunday of Lent.**

Mar. 5, 7, 8. **Lember Days of Lent.**

Mar. 7. **St. Thomas Aquinas**, Confessor, Doctor of the Church, Patron of Schools. What is meant by "Doctor of the Church"? (Here "doctor" has its original Latin meaning, "teacher.") Why was St. Thomas named a patron of schools?

Mar. 8. **St. John of God**, Confessor. What is meant here by "Confessor"? St. John of God, more than four centuries ago, founded the Hospitaller Brothers, a religious organization for the care of the sick and the poor. These Brothers are very much in need of vocations in the United States. They will be glad to send you literature for your Vocation Month Program. Write to them at the Monastery of St. John of God, Gloucester, Mass.

Mar. 12. **St. Gregory**, Pope, Confessor, Doctor of the Church.

Mar. 17. **St. Patrick**, Bishop, Confessor. The editor of *The Christian Life Calendar* surely won't object to our quoting what he says for this day, namely: "St. Patrick said, 'Constantly I used to pray. Love of God . . . increased more and more, and my faith grew and my spirit was stirred up, so that in a single day I said as many as a hundred prayers.' And that was done in his youth as a captive." The children may wear a shamrock today, but the priest will not wear green vestments.

Mar. 19. **St. Joseph**, Spouse of the Blessed Virgin Mary and Foster Father of Our Lord. After low Mass, we ask him to protect God's holy Church as he protected Jesus and Mary. Tell the children to ask him to protect them and to obtain for them the grace of a happy death.

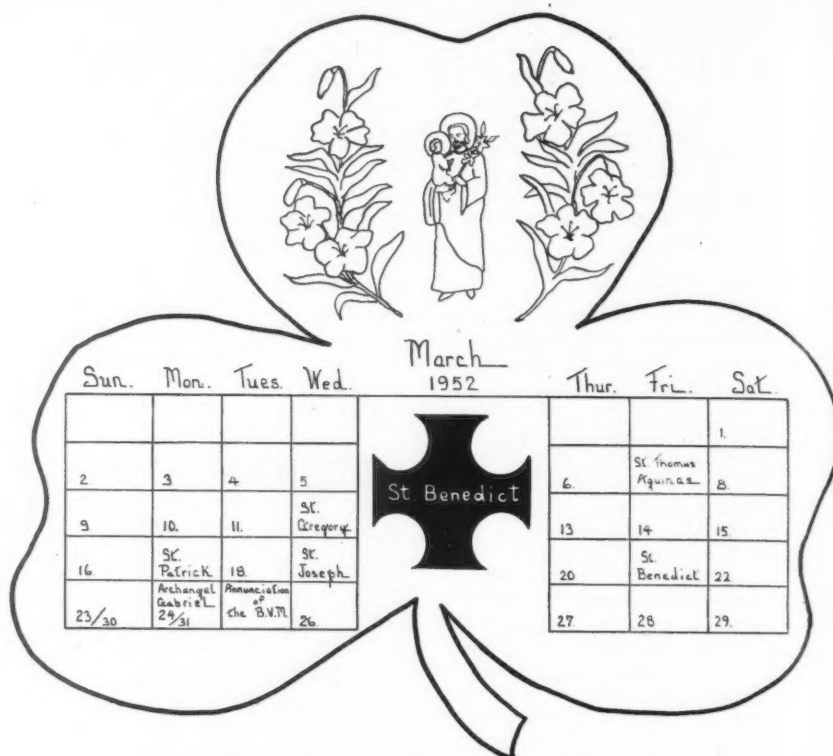
Mar. 21. **St. Benedict**, Abbot. What is an "abbot"? St. Benedict founded a great pioneer religious order.

Mar. 22. **St. Isidore**, the Farmer, a Confessor. He has been adopted as the patron of the National Catholic Rural Life Conference. The children, especially in rural areas, should know all about the N.C.R.L. Conference.

Mar. 24. **St. Gabriel**, Archangel. What is an archangel? St. Gabriel is known especially well because he was the first one to say "Hail Mary" to our Blessed Lady.

Mar. 25. **Annunciation of the Blessed Virgin Mary**. At this time the Son of God became also the Son of Mary.

Mar. 30. **Passion Sunday**, the beginning of the most solemn part of Lent.



A March Calendar designed by Sister M. Rosetta, O.S.B., St. Joseph's Orphanage, North Little Rock, Ark.

Features of the design bring to mind three prominent saints of the month. On each school day is recorded the grade earned by a pupil in a given subject and on Saturday the average for the week. If the average is 90 or more, a star is put in the space for Sunday. Each child colors his shamrock for the bulletin board.

Special Events

Vocation Month

March is being observed as Vocation Month — a highly superfluous reminder to those who are reading this issue of the "Catholic School Journal." The Holy Father's mission intention for March fits in very well with Vocation Month. The intention is: The Preservation of the Faith in Latin America. Many North American Priests, Brothers, and Sisters now are going as missionaries to Latin America. This is a good place to tell you that the Christian Brothers at Napa, Calif., are distributing a lot of posters and teaching aids, many of them dealing with vocations. For a large illustrated catalog giving prices write to: Religious Education, Mount La Salle, Napa, Calif.

For last year's vocation number of the "Catholic School Journal," Most Rev. William J. Mulloy, bishop of Covington, Ky., obtained for us the leading article and supplied a lot of the inspiration. Bishop Mulloy has been especially zealous in promoting vocations. One of his projects is the publication annually of a pictorial magazine entitled *Careers at the Crossroads*. The issue for March, 1951, was a masterpiece of journalism, profusely illustrated, telling about the hundreds of jobs being done by Priests,

Brothers, and Sisters at home and on the missions.

Red Cross

During March the American Red Cross will conduct its annual drive for funds and membership. The Red Cross deserves any help our schools can give to its drive. It stands ready to help you or your community in any emergency — flood, fire, highway accident, nursing service, etc. In time of war, the Red Cross gives all sorts of service to the men who are serving our country. It collects donations of blood for servicemen, helps the men to solve their personal problems, sometimes lends them money when the need is urgent, and helps to serve prisoners, etc. The Junior Red Cross prepares gifts, correspondence albums, paintings, and various items for the needy at home or in foreign countries.

School Savings

The Treasury Department is sending to schools the spring number of the "School Savings Journal." This attractive publication tells how schools are promoting the sale of U. S. Savings Stamps and Savings Bonds. It contains a teaching unit entitled: Money and How to Handle It. There is also the usual lift-out poster for classroom use.

God's Garden of the Sky

A Science Broadcast for Lower Elementary Grades

Sister M. Lorenz, R.S.M.*

A Study Guide

Before the broadcast learn the names, or at least become familiar with their sounds: Dotty, Giant (Orion, the star), the angel guardians of the stars—Orion, Great Ursa, Little Ursa, Eta, Zeta, Epsilon, Delta, Gamma.

Vocabulary Study. Big Dipper, Little Dipper, glistening fur, Pointers, form the cup, globe, the Hare, North Star (Pole Star), magnificent, constellation.

After the broadcast discuss: How Dotty knew that there were great distances between the stars. How she found out who Great Ursa was. Little Ursa. What colors there are in Orion. What the two common names of Polaris are. [*The difficult names should not have any attention given them.*] How she found out that Orion cannot always be seen in our skies.

Creative Expression: Draw the Big Dipper. Draw the Little Dipper. How well did you listen? When you look at the stars tonight, will you try to find Great Ursa (Big Dipper) and Little Ursa (Little Dipper)? Do you want to know more about the stars?

The broadcast is to supplement the science lesson. The study guide is as necessary, therefore, as the script. If the script cannot be used over the air, it can be used to advantage over the school PA system. It was written to be enacted by the children themselves. It is the first in a series dealing with the stars, and is offered here as a guide for such writing according to the original purposes when written at the NBC-NURadio-TV Institute last summer.

The Characters

DOTTY, six years old, a sweet personality. **GIANT**, a high school boy, gruff but kindly. **ANGEL GUARDIANS OF THE STARS**, 7 or 8 of them, voices must be different. They have the names of the stars—**ORION**, **GREAT URSA**, **LITTLE URSA**, the stars of the Great Bear (ETA, ZETA, EPSILON, DELTA, GAMMA), etc.

MUSIC: [*Theme up and under*].

ANNOUNCER: In co-operation with KWCR, the Catholic Schools Radio Council presents "In God's Garden" the first in the series The Story of God's Universe to be heard every week at this same time over this station.

MUSIC: [*Cross fade into something melodious and light under and out*].

DOTTY [*with delight*]: Ooooooooooooo!

G. URSA: Now, what do you think?

L. URSA: An earth child!

ORION: So it is!

DOTTY [*voice filled with awe*]: Who are you?

ORION: We are the little guardians of all

the wonderful things in God's Garden of the Sky.

DOTTY: You are very beautiful, like angels.

G. URSA: You may call us angels.

DOTTY: Everything up here is so very, very big and down on the earth—

L. URSA: Everything seems so very, very small you wonder now how we can guard it all.

ORION: But we are spirits.

G. URSA: And can go from place to place as quickly as thought.

DOTTY [*puzzled*]: I don't know what you mean when you say as quickly as thought.

ORION: Now, little girl, you think of some place that you would rather be right now than any place else.

DOTTY: But I don't want to be any place else but right here.

L. URSA: Are you sure?

G. URSA: Not even visiting your grandmother?

DOTTY: No, 'cause you see I was visiting my grandmother—

L. URSA [*interrupting*]: And your grandfather.

DOTTY [*imitating*]: And my grandfather—on the farm, and we were looking up at the stars—

G. URSA: Yes, go on!

DOTTY: I was just thinking about what you said about getting around so fast.

G. URSA: What were you thinking? Though I don't see what that has to do with visiting your grandparents.

DOTTY: Oh, but it has! For all at once I thought "I'd like to be up with the beautiful stars in the sky." Then just that quick I was.

ORION: You were up here with all the beautiful stars.

G. URSA: And that, my little friend, is as quick as thought.

L. URSA: We have to go quickly. It's this way—I may be visiting with the Great Bear—

DOTTY: Ooooooooooooo! Great Bear! are there bears in God's Garden?

G. URSA: Oh, yes, there are animals and birds and gems of many beautiful colors!

L. URSA: And as I was saying when you interrupted me, if I am visiting with the Great Bear and I have to go home to the Little Bear I must go as quickly as thought.

DOTTY: Will you please take me to see the Great Bear?

L. URSA: Great Ursa will take you to see the Great Bear for he is the guardian.

G. URSA: And Great Ursa and Great Bear mean the same thing.

DOTTY: And what's your name?

L. URSA: My name is Little Ursa and I am the guardian of the Little Bear.

DOTTY: And does your name mean Little Bear?

L. URSA: Yes, it does.

ORION: And what is your name?

DOTTY: Won't you, first, tell me what your name is?

ORION: Certainly. My name is Orion.

DOTTY: And are you the guardian of an animal, too?

ORION: No, indeed! I am the little guardian of the most brilliant man in the sky. He is a giant.

DOTTY: Ooooooooooooo! I don't think that I want to go with you. I never liked giants.

ORION: Did you ever meet any giants?

DOTTY: No-o-o, but we have stories about giants.—

ORION [*scornfully*]: Stories! You come with me and we'll go to where Orion is—you see we have the same name, too—then, after you see a real giant, you decide whether he is a bad giant or not.

DOTTY: Well, I'll go with you, for you are nice. Of course, angels are always nice.

ALL: Thanks be to God.

DOTTY [*a bit puzzled*]: Ugh? Oh, Yes. Well, now, I'll tell you my name so you'll know what to call me. I'm Dorothy May Anna Belle Smitherson, but you can call me Dotty.

L. URSA: Then Dorothy May Anna Belle Smitherson, better known as Dotty, shall we start on our way through the garden?

DOTTY: Ooooooooooooo! I'd love to walk with you.

L. URSA: If you recall we don't walk. If we started to walk, by the time all your little friends who are down on earth—

DOTTY: My best friend is Mary.

L. URSA: By the time Mary was a grandmother as old as your grandmother, we should just be getting a good start.

DOTTY [*giggling merrily*]: Imagine walking [*she claps rhythmically*] all the time Mary is growing up into a grandmother.

G. URSA: No one could do that, could she!

DOTTY: Nooooo!

G. URSA: Then we'll go *our* way. Where did you say you wanted to go first?

DOTTY: To see the Great Bear.

G. URSA: What were you looking at, at your grandmother's when you decided to come up to see us?

DOTTY [*enthusiastically*]: Oh, the Big Dipper.

G. URSA: Then you didn't know that the Big Dipper is part of the Great Bear? But here we are just in the right place to see him best.

DOTTY [*breathless*]: Ooooooooooooo! That was fast. And Mary isn't a grandmother yet.

G. URSA: No, Mary is just the age you left her a short time ago.

DOTTY: Oh, now I see the Great Bear and the handle of the dipper is the tail. Oh, who are you?

*Mt. Mercy College, Cedar Rapids, Iowa; Educational Chairman, Catholic Broadcasters Association.

ETA: I'm called by some wise men on your earth the name of Eta.

ZETA: And I'm Zeta next to him.

EPSILON: And I'm Epsilon.

DELTA: And I'm Delta.

GAMMA: And I'm Gamma.

ETA: And those two are known as the Pointers, Beta and Alpha.

ALPHA: We are called Pointers, because we point the way to the Little Bear.

BETA: On earth you call us the Big Dipper. So when you go back to earth look for the two stars that are farthest from the handle and help form the cup of the Big Dipper.

POLARIS: Then look over to where I am.

DOTTY: Who is speaking to me?

POLARIS [*in a small calling voice*]: Way over here in the sky.

ALPHA: That is Polaris. He's the one Beta—Beta is that star. You know the one farthest from the handle at the bottom of the cup. Well, Beta and I—I'm at the top of the cup and we point to Polaris.

POLARIS: Well, maybe we should say *you* do for you are nearest to me. Aren't you coming over to see me?

DOTTY: I don't know. I was supposed to go to see the Little Bear, next.

POLARIS: Well, I'm the last bit of glistening fur on the tail of the Little Bear.

DOTTY [*in a very polite little voice*]: Well, dear angel Great Ursa, I'm very happy to have seen the Great Bear, but now, I think, if you don't mind I'll go over to see the Little Bear.

G. URSA: By no means, Dotty, but be sure to visit the giant, too. After this month, April, he leaves these skies.

ORION: I won't be too far away. I'll be down around on the other side of the globe.

ETA: He is only here—where you can see him from where you live on earth, I mean—from October until April.

DOTTY: Then I'll go with you to see your giant—

ZETA: He's a hunter, too. A hunter giant.

GAMMA: He hunts the Hare.

DOTTY: What did you say?

GAMMA: Maybe you would call it rabbit.

DOTTY: I should think great big giants would hunt bears, not little rabbits.

L. URSA [*boastfully*]: He couldn't hunt us; we are too far away.

ORION: Yes, that is true. My giant is at the opposite side of the sky. But we never allow any harm to come to the things we guard in God's Garden. The Hare is never hurt although he stays ever so near my giant.

POLARIS: Aren't you coming over to see me? Start directly from Alpha and come right across—That's right. Stop there and you can see me better.

DOTTY: Ooooooooooo! How beautiful and bright!

POLARIS [*proudly*]: Am I not! I'm very important, too. I'm all alone in this part of the sky.

L. URSA: And although he is the brilliant tuft at the tip of the tail of my Little Bear—

Can you make out my Little Bear, Dotty?

DOTTY [*hesitatingly*]: Well-I, I suppose so. It looks a tiny, weeny bit like a little dipper.

L. URSA: Only a "tiny, weeny bit"? Why some people call it the Little Dipper. Only from down where you live some of it can't always be seen. But where was I?

DOTTY: You were telling me something about Pol-Pol—

L. URSA: That's it, Polaris. I was going to tell you that he has another name; many call him the North Star.

DOTTY [*clapping her hands*]: Oh, I know him by that name. Grandfather pointed him out to me the very first time.

POLARIS: Didn't I say I am important. Sailors used to guide their ships to safety by having me up here to point the way.

ORION: Don't you think, Dotty, that you had better come over to see the giant, now.

DOTTY: Just as soon as I say good-bye to the Little Bear. Thank you very much, dear angel Little Ursa, and thank you, too, North Star—you don't mind if I call you North Star rather than P—

POLARIS: Polaris. Oh, not at all. I've got another name, too. It's Pole Star. With all those names and my place in the sky—

DOTTY: All alone.

POLARIS [*quickly*]: No! No! Not all alone. Can't you see I'm just part of the Little Bear.

DOTTY: Indeed, but down on earth we can't see all you beautiful stars that make the Little Bear. But I'll never forget how beautiful you are. And I'll tell all my friends about you, and how they can find you in the sky. Goodbye.

POLARIS and L. URSA [*as though from a great distance*]: Goodbye, Little Dotty, goo—

DOTTY: Ooooooooooooo!

GIANT [*in a deep voice*]: Don't be afraid little girl—

ORION [*as though making an introduction*]: Miss Dorothy May Anna Belle Smith—

erson, known to her friends as Dotty [*sotto voce*]. You may call her Dotty. Dotty, this very resplendent Hunter is the Giant—the Giant Hunter—to be more exact. And to be even more exact, Orion.

GIANT: But since my name is the same as your own, she shall know me as the Giant. But tell me how did you get here?

ORION: Using the North Star—also known as the Pole Star—also known as Polaris—is that right, Dotty?

DOTTY [*with her best manners*]: Oh, yes, that's quite correct. But I like the name of North Star best, if you please.

ORION: North Star it shall be! Using the North Star as a pointer we came straight south.

DOTTY [*as though reciting a lesson*]: As quickly as thought.

GIANT [*slowly*]: No doubt. When one has billions of miles to go and you would have billions of miles if you were with the Bears—Tell me, how are my friends the Bears?

DOTTY: They are very, very lovely. But they are nothing like you.

ORION: Of course not! All here know what one of your earth men said. "Orion, the Hunter, is the most magnificent constellation in the heavens; his limbs pricked by sparkling gems as he stands facing us in the south, is a glorious sight to see."

DOTTY: That gleaming star on your right shoulder—

GIANT HUNTER: This brilliant rich topaz at my right shoulder is the Betelgeuse Star. It is one of the most famous in the sky.

DOTTY: And the one on your left shoulder?

GIANT: Is known as the Amazon Star. Its pale yellow is beautiful, too.

DOTTY: And the great bluish white star at your left foot, what is that?

GIANT: That, Dotty, is Rigel.

DOTTY: Look! There are purple, yellow, and gray. How wonderful to have jewels like those. They are at your belt and on your sword. You aren't like the giants in my storybook.

ORION: Didn't I tell you that you would change your mind? Didn't I tell you once you saw my giant—

GIANT: Orion you should not be boastful. You know what happens to those who boast.

ORION: But I am not boasting about myself, but you. And you *are* the most beautiful in the sky. God made you beautiful!

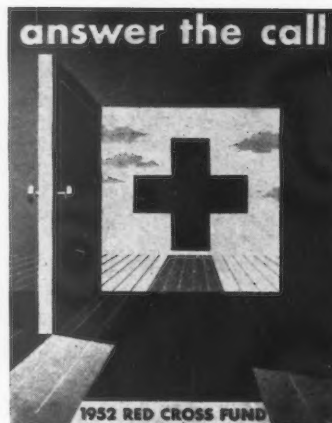
GIANT: There, little guardian, I guess that fixes up everything. The heavens show the glory of God. So, my dear little girl, when you go home and look up into the sky, think of that won't you?

DOTTY [*humbly*]: Imph-m!

GIANT: If people just remember the wonders of the heavens—their vastness and their beauty—they will remember the God who made them. Goodbye, Dotty.

DOTTY: Am I going home? Oh, I am! I've been so happy, but now—Goodbye!

GIANT [*from great distance*]: Goodbye.



A Guidance Program for Grades V-VIII

Sister M. Veronica, O.P.

MARCH

Dedication: St. Joseph.

Aspiration: St. Joseph, friend of the Sacred Heart, pray for us.

Hymn: O Glorious St. Joseph (The Gregory Hymnal).

Special Intention: For the sick and the dying.

Consideration: **Purity.**

1. Modesty in dress, in posture, in behavior.
2. Idle mind is the devil's workshop.
3. Dignity of the human body.

Practice

First Week: To make good use of all my time and never to be idle even for a minute.

Second Week: To practice at least one act of mortification each meal.



*St. Thomas Aquinas
Patron of Schools.*

Third Week: To practice at least one act of mortification each day in posture.

Fourth Week: To say three Hail Marys each day for the gift of purity.

Special Saint for Study: St. Thomas Aquinas, March 7.

A Vocation Program

*Sister M. Elvan, O.S.B.**

Do teachers realize the importance of creating in the child a desire to select the proper vocation which in turn will influence his destiny and for which he can begin to prepare himself in body and soul with a gradual development of courage and self-control so essential to success? To have the child develop an appreciation for the religious vocation as being a special gift from God, to have him develop true charity and respect toward missionaries and develop a desire to select a vocation in which he can best serve God and humanity and thereby reach a perfectly happy eternity spell success in every Christian teacher.

There is much concern in America about the inability or unwillingness of many of our boys and girls to choose a vocation. Whenever the subject of vocation is open to discussion, especially if it is not restricted to the religious life, many questions arise. A vocation program can help guide the child into a well-balanced and vocationally satisfied adult who will be a credit to his country and pleasing to God. Too often a parent motivated by pride, greed, stupidity, or confusion stubbornly insists upon his own set opinion about a child's vocation and there-

by misdirects him to become one of life's failures.

The notable decrease of vocations among

young people is a fact that must be admitted. There are many reasons for this decrease, especially the slackening of Christian standards and the fear of making sacrifices. The lack of vocations is felt not because of fewer people than before answering the call, but chiefly because a greater number than before is needed. Vocations do not just happen. It is almost a miracle of grace if they mature without the active interest of someone. "The Role of Missionaries" last spring created interest among the young and old in Little Falls, Minn., when a group of 53 children, Our Lady of Lourdes School, enthusiastically participated in a vocation program. Most of our vocations come from good example. God will give the vocations if we plant the seeds and at the close of life we may enjoy the fulfillment of that promise of Christ Himself: "They who shall instruct others unto justice shall shine as stars for all eternity."

UNDERSTANDING THE CHILD

It is possible for a child to have every material advantage and still be unhappy because it has other unmet needs which hamper its adjustment. Children need loving companionship, encouragement, and understanding treatment much more than they need new toys or new clothes. In fact, much of the enthusiasm a child manifests upon the receipt of a new toy comes from the recognition which the gift symbolizes rather than from the gift itself, even though the child may not be able to recognize this.

One of the surest ways to retard personality development in the child is to deprive the child of the attention which gives it the feeling of importance. The child or growing youth, more or less dependent upon others, needs to feel that it belongs, that it is an individual in its own right, possessing certain claims and privileges as well as duties and responsibilities.

— Rt. Rev. Msgr. Nicholas H. Wegner, in *Boys Town Times*.



*A Vocation Exhibit at Our Lady of Lourdes School, Little Falls, Minn.
The school is in charge of the Benedictine Sisters.*

*Our Lady of Lourdes School, Little Falls, Minn.

Aids for the Primary Teacher

We Live With Christ Suffering We Praise Christ Glorious

*Sister M. Marguerite, C.S.J.**

March and April of this year cover a great deal of religious living. A few days before March begins we celebrate Ash Wednesday. We must try to give this day meaning for the small child. We can present Ash Wednesday in some such manner: "Ash Wednesday reminds us that some day each of us will meet Jesus. Then we will want to go to live with Him in heaven. And Jesus will surely take us there if we show our love by minding Mama and Daddy and by saying our prayers."

Lent in Kindergarten

Now that Lent is here, it is well to retell the story of Christ's Blessing the Little Children, of His coming down to us to teach us to pray, and to show us the way to heaven. It is well to remind the children that Jesus, when He went back to heaven, left His priests to do His work, the work of blessing us and teaching us to pray. I like at this time to teach the children Christ's own prayer. I use only the first part of that prayer which is a prayer of praise. We say it again and again slowly and reverently, "Our Father who art in heaven, hallowed be Thy name." Children may not know the meaning of the word praise, but they do love praise. They love to hear about their beautiful new shoes, their shining hair or their helpfulness. They love praise as we do ourselves. They know that God is holy, that He is wonderful, and when they know

that our praise of God pleases Him they rejoice in saying over and over Christ's own words to His Father, "Our Father who art in heaven, hallowed be Thy name."

During the early days of Lent we should tell the stories of our Lord's public life. I find that the stories which are sufficiently simple in plot and which thrill the child most are The Miraculous Draught of Fishes, The Raising of Jairus' Daughter, Christ Walks on the Water, Christ Stills the Tempest, and The Last Supper. This latter should be kept for Passion Week or for Monday or Tuesday in Holy Week. It should be told with great simplicity. All we wish for the children here, is that they come to understand that Jesus lives in the tabernacle of every Catholic church. I have chosen these stories too, because they set forth the power Jesus had over nature. Miracles which set forth His tender pity for suffering could include His cure of the blind, the deaf, and the dumb.

They Love the Saints

Because March is St. Joseph's month, we must retell that part of the Christmas story which reminds us of his place in God's plan. Public libraries will be able to lend us anthologies of Christmas carols, Czech, Polish, Swedish, French, Spanish, German, and English as well as those of other national groups, which tell simply and beautifully of Joseph's devotion to the Child.

The Feast of St. Patrick should be celebrated by telling the story of his work, and his place in God's plan. God left the priest Patrick here to do the special work of helping the Irish people know God and find their way to heaven. Now St. Patrick sings God's praises along with many of the boys and girls, with many of the mothers and fathers who lived in Ireland with him and from him learned to sing "Glory be to the Father, and to the Son, and to the Holy Ghost. Amen." (Chant this with the children on one tone.)

God's Love for Us

When we come to the Feast of the Annunciation we can well review the story of the Creation and the Fall of the Angels and their place in God's plan, followed by the story of the Creation of Man who was to take the place of those angels who "would not serve."

In the story of God's creation of man, we should stress God's desire to share happiness with us and His great love for us. We should tell of God's companionship with Adam and Eve in the garden, His goodness to them, and of their refusal to serve. We should tell of the punishment which followed for them and for us who are their children. "Now the

gates of heaven were closed to them and to us. Now God did not look down upon us any longer and call us His dear children. We could not look up to Him and call Him Father.

With this background of understanding the children can see the need of a Redeemer who will reopen heaven and give us back to God our Father. They will gladly hear again the beautiful story of the Annunciation. They will gladly recall some of the lovely carols and songs which we so often used during the Advent season. They will want to repeat often the words of the angel, the words which Mary loved to hear. Now we can tell briefly the meaning of the Crucifix, His coming down to die so that we may live in heaven. Here we can present Father Tabb's "The Cross Is Tall" and say with them such quotations as "There stood by the cross of Jesus, Mary His mother." We should begin to help these little children offer the doing of "hard things" for Jesus who suffered and died for us. We can do our work for Him, our play, our helping each other, and our taking care of ourselves, all to show our love. Taking care of ourselves means co-operating with the teacher, with the group, and with Mother and Father.

Make the Stations

It is my practice to take the children to church to make the stations during Lent. The story of each station needs only a sentence or two in the telling. It is not necessary to omit any station nor is it wise to use lurid descrip-



— Erika Eid, Erlanger, Germany



— Erika Eid, Erlanger, Germany

tions of Christ's physical pain. After all Jesus willed to suffer that pain because He so loved us. He did suffer and He did not like the things the people did to Him. Pain hurt Him just as it hurts us, but He wanted to open heaven for us. He wanted this so much that He was glad to do all that He did. This should be made very clear to little children. Otherwise the sufferings of Jesus hurt them terribly. They very much resent the cruelties used against Him. At the station in which Jesus comforts the women of Jerusalem we ought to give His own message "Jesus does not want us just to weep over His pain, He wants us to do what we should to win heaven. He wants our love. Love is shown by our minding, by our listening to stories about God, and by our saying our prayers morning and night."

The Happy End

The last station should really be a joyous one. When Mary and the others put Jesus in His grave they knew that now Jesus would never be hungry, or thirsty, or tired again. No one would ever whip Him, or hurt Him, or nail Him to a cross. Now God would give Him a new heavenly body. Someday we too will have new heavenly bodies. We too shall go to heaven where along with Mary and the angels we shall sing God's praises. That is what Easter is. It is a time to be glad, because Jesus lives in heaven and because we too are made to live in heaven with God.

After Easter children should have many experiences in praising God—not only in prayer, and prayer song, or procession, but in rhythmic activities. They may be sunbeams

dancing in praise of God, bunnies, birds, butterflies, rain or snow fairies praising Him, as nature does praise Him. The Victor Rhythmic, and Listening Records are filled with beautifully recorded selections of classical music which the children will love to hear and to interpret. Little children are not ready for long formal prayer sessions, but they love to dance for God, and in praise of Him. At the Easter time kindergarten children ordinarily have experiences with chicks and rabbits, and they see the church decorated with lovely Easter lilies, and with lighted candles. They will enjoy discovering how creatures give praise to God. They will find in this praise a promise of our life of praise in heaven. If Easter means anything it should mean that heaven belongs to each little child.

From a Sawhorse to a Bambi

*Sister M. Rhoda, F.S.P.A.**

After my fourth-grade pupils had finished reading *Bambi* they got the idea of creating a Bambi of their own as a class art project. They started with a sawhorse of wood as their foundation. And then the fun really began!

Every youngster was eager to contribute his share in making Bambi's anatomy. Stacks of old newspapers, flexible cardboard, wall-paper paste, cord, wire, scraps of window shade material (for the ears!), paint, shellac, scissors, paint brushes, and black marbles (for the eyes) came pouring in for the body of the new pet now in course of construction.

What steps were to be followed? First of all a major operation was necessary to remove a part of the top which was too high. Next, the tiny artists wound the cardboard around the body of the sawhorse. Then wads of newspaper were added and padded, tied and wired, so that the animal began to take shape.

A small box was added as a beginning of Bambi's skull which was later covered with *papier-mâché*. The tail was formed of wire and also covered with *papier-mâché*; the original tail of board had to be discarded as untrue to the model. But it was the ears which

were a real test of our skill. The children shaped small pieces of window shade material, and covered them likewise with paper. The legs were a big job! Strip after strip of paper was pasted around the spindly sticks of wood until limbs and hoofs assumed a quite natural appearance.

Eager as the children were to finish their project, time was needed between art classes to permit the layers to dry before new layers could be added with safety. This precaution is most important, for too much moisture between layers prohibits the accurate and graceful shaping of the body, and furthermore, there is real danger of mildew spoiling the work.



Putting on the Papier Mâché.

When Bambi had at last acquired the desired proportions, paper towels were pasted over the entire form to give it a smooth skin-like finish. After this last application was dry, a coat of shellac was applied so that the paint would have a reasonable foundation. At the following art period Bambi was painted in natural colors as he is found in the story-books.

But our little friend, for all his good looks, seemed a bit too sleepy for such lively mak-



"Bambi" Is Finished.

ers. Dickie Barker's daddy knew just what to do! He added casters to the wobbly, lanky legs! And now, with the tiniest push, Bambi ran across the room! Mr. Barker was so pleased that he made a movie film, and this afforded the little people immense pleasure after all the hard work it had taken to transform a homely sawhorse into a real Bambi.

Creative genius develops with practice. The Quack! Quack! song was parodied into a ditty which the children sang with glee.

I would be a deer with paper tail and ears.
I wouldn't be a deer, would you?
I wouldn't be a duck said one little deer
I wouldn't be anything but Bambi.
Tho' I've got paper for my back
With paper and shellac
I'd rather be a Bambi, wouldn't you?

So now, tho' the world is just as it is
I hope that you'll think so, too,
It's really good luck that a duck is a duck
And a deer is a deer, don't you?



The Beginning of "Bambi."

*St. Gabriel Convent, 1614 Belknap, Superior, Wis.

Manuscript Writing is a Bridge

*Sister Agnese, O.S.B.**

Ten years ago I began to build this bridge. I shall try to contribute my little bit to other teachers by showing: First, just how manuscript writing has been of benefit to my classes and also to me. Second, I shall offer a few incentives that I have used and which I feel were of untold value to my classes. Third, I shall try to tell how I present the problem to my first grade. Finally, I include the method I used in making the transition from manuscript to cursive writing.

Some teachers ask, "Why teach manuscript writing in the first and second grades?" "Isn't it a waste of time?" I answer most emphatically, "No! It is not a waste of time. It is time saved." Stated briefly, manuscript writing is the greatest help in teaching reading.

How bewildering to the little child to see in his book one kind of print if on his paper he must reproduce an entirely different pattern. The skills involved in learning to write are very important. In writing, the individual probably uses more muscles and nervous tissues than he does in any other activity. Some writers declare that more than five hundred muscles are in action.

Writing Readiness

When the little ones come to school in September do they have ability to master reading the first few days or even weeks of school? Oh, No! A reading readiness program is scheduled. The children are not to read until they are *ready* to read. Why not create a writing readiness? Just why should these little ones be expected to write as an adult so soon? It is a needless burden for both teacher and pupil to require cursive writing of these little ones when manuscript writing is an adequate means for creating a writing readiness. Children welcome this simplified form of writing. The ease of their transition from manuscript to cursive writing is amazing. It is a source of great satisfaction to the teacher.

When starting these beginners in manuscript writing I bring them up to the front of the room. They sit on little chairs which have been placed in a semicircle. They may be told, "We are not going to write now the way Mother and Dad write. When we get in the second grade and know how to form our letters well, then we'll play we *are* Mother and Dad." Do they forget that? Not at all. Oh, how thrilled they are, and how they work with their teacher. It is well to start them during the first few days of school, with the simplest and easiest of the letters such as: L, E, F, T, I, M, N. After all isn't that what they want to do?

Getting Started

I take one letter at a time. The writing pad takes the capitals first; so I follow up with a small letter, telling them the large letter is Grandpa and the small letter is Baby. Of course they enjoy this method because of the happy association.

I proceed thus: (1) Write the letter on the board. (2) Tell them some little story about it. (3) Have them trace it in the air. (4) Let each one write it beneath mine.

Who knows what a carpenter does? How many of your daddy's are carpenters? A carpenter is one who builds houses, barns, or makes chairs and tables. Did you ever see your daddy using a thing like this? (Here is where they will all have something to say.) What does Daddy call this tool? (A carpenter's square). When we read and write we give it another name. We are going to call it Grandpa L. Do you think you can remember its name? (They will respond, "I can," "I know I can.")

The blackboards are all lined with black India ink. I have my lines about two inches apart. This lining proves a fine help in the teaching of manuscript writing. After the children have understood the steps in making a letter, I have them write one line of a single letter at the board. It is important to supervise all of this work carefully. If the children have not the proper formation of a given letter I take them up to the front board and repeat the process. I check every line of their work on the board and at their desks. This may sound like a big order, but its observance pays rich dividends. Such grading may be done rather rapidly by walking up and down the aisles and jotting down some little remark such as: Excellent, Fine, Good, Very Nice, or by encircling the best formed letter.

Example the Best Teacher

The teacher's own blackboard writing is an important factor in influencing the pupil's writing. It is not enough for the child to see the letter in its completed form to be able to write it for himself. He must be shown again and again. He must be watched and supervised carefully until he himself knows not only the form but how to execute it. The teacher is ever a demonstrator carefully directing the child in the formation of the letters.

At other times at their desks pupils work with their letter boxes. I have them find in their boxes the letter we have been writing. I also pass out a magazine page and have them encircle the same kind of letter to be found on a given page. Parents are both amused

and pleased even though their newspapers and magazines are all marked up. Children love to do this kind of work even around the home. After this practice is finished they return to the board and rewrite the letter to be sure that they have not forgotten the correct formation. They then write the letter on their paper, and are thrilled to carry home a page to show their parents.

Teaching Devices

These are further incentives for writing which I have used and the children loved them very much. Mrs. Wolf and the sheep; the ABC's on the way to school; climbing the neck of the giraffe; displaying the best work on the bulletin board; taking part in the National Writing Contest—all these keep up the enthusiasm for neat careful work.

The progressive teacher constantly correlates writing material from many sources with her formal writing class. In connection with our reading, the children write little stories about their pets or toys. They make up little rhymes and riddles, and memorize little poems. They dictate these little stories and I write them on the board. They copy them. The one doing the best work gets to put it in the class booklet. How they do try to do their best! The holidays present a wonderful opportunity for enriching the writing program. There is a little "thank you" note to St. Nick, a letter to Santa, an invitation to the parents for the Christmas program.

When to Transfer

How long do we adhere to manuscript writing? The adopted Kittle Method does not start cursive writing until the second semester of the third grade. Personally, from my own experience, I say that is too late. By that time the children are so used to printing and can do it so efficiently they don't care to learn any other form. About Christmas time of the second year they begin asking their brothers and sisters to help them to write. When they are eager and ready for the adventure, then is the time for action. Teachers who began to teach cursive writing in the third grade have said it was extremely difficult for those little tots to make the change. They were so used to printing and could do it so readily that they were not enthusiastic about cursive writing. They wanted to print rather than to learn to write longhand. In my experience, third-grade teachers prefer students who have started cursive writing earlier.

I have heard teachers say, "Those who print have rather stiff writing." I do not agree with them. If a child's writing is stiff, it is not due to the fact that he has printed. Most likely it is because he has printed too long.

The Transition

In starting my class on incursive writing, I am very careful to change the position of the paper at an angle. After all, that is the natural way for writing. I remind the children that when we printed we had no beginning or ending strokes, and of the slant of the letters.

*Mount St. Scholastica, Atchison, Kans.

I take the simplest of the letters such as: l, i, t, h, n, m, e, etc., and practice them, one at a time, at the board where they can have free arm movement and plenty of room. After learning a few of the letters we form simple words. Later, we practice these letters and words on paper. The ease with which the children make the transition is most gratifying. It has always been a matter of great satisfaction to me.

The letters that seemed to cause them the most trouble in cursive writing were: k, b, w, u, p. Smooth connections are made only after much practice. In about a week's time, children can write all the letters except k, p, q, w, and u. Due to muscular co-ordination

they have attained in manuscript writing it requires only half the time and energy otherwise necessary to master words and sentences in cursive writing.

However these results are true only when systematic guidance has been given, and the work has been analyzed, checked, and motivated. Desirable results in handwriting do not just happen. They are the outcome of study and careful planning; of guiding the hands of the little ones while walking up and down the aisles.

In their turn interest and skill, no matter what the work to be done are increased rapidly by doing that work. Theories are of no avail unless we actually do the task.

Stripey, the Skunk

*Sister M. Michaela, O.S.F.**

"Cut, cut, cut! cut, cut!" scolded Mr. Leghorn Rooster shaking his head in anger. Why, he was so angry that the comb on his head looked as hot as a live coal. Mrs. Leghorn and all the other hens were very frightened as he stalked about the big hole. "Cut, cut, cut! cut, cut!" he called again from the corner of the chicken coop. He wanted Mrs. Leghorn and all the hens to see what he saw.

"Come! Mr. Leghorn is upset. Something has happened. Let's go and see," softly said Mrs. Leghorn.

"Now, just look at this. Do you know what that means?" grumbled Mr. Leghorn.

"Oh, dear me! What terrible renters have come to live with us? Could it be the rabbits? You know the winter is so cold," said Mrs. Leghorn.

"My, my! don't you remember last spring? Terrible animals stole our baby chicks! . . . It is the same kind of hole and so it must be the same thief!" said Mr. Leghorn.

"Oh, dear me! Oh, dear me! What shall we do? I hope Mr. Hill knows!" cackled the hens.

Just at that moment in walked Mr. Hill with a big panful of very good chicken food. "Come, chick, chick! Come, chick, chick!" he called. "Guess my chicks are not hungry tonight." Then Mr. Hill stopped short. "Ah, ha! So the skunks are around again. I'll fix them. I'll be here tonight with my gun. They will not steal my chickens. I hope it will be a big one, Betty needs a fur for her coat." Mr. Hill slammed the door and hurried toward the house.

When the hens heard what Mr. Hill said, they became very quiet. How strange that he didn't know any better. They looked at the corn, but they did not want to eat. They were angry and worried. Then they began, "Oh, if Mr. Hill only knew! . . . We must not let Mr. Hill shoot Stripey, the Skunk. If he does, those thieves will grab us one by one.

. . . Mr. Leghorn, just what can we do?"

"Well, go to roost. You will be safe up high. Don't worry, Mr. Hill will find out who steals his chickens."

Slowly the hens flew to roost. They could not sleep for soon Mr. Hill with his big gun stood guard. After a few moments there was a squeaky, scratchy noise on the outside wall. Louder and louder it became. Then all was quiet. Dust was coming up out of the hole. Mr. Hill stooped to aim his gun. Soon a pair of black, beady eyes stared from out of the hole. Then out came a big gray rat, creeping toward the chicken roost. But before the rat got very far, a quick furry paw caught hold of it with a jerk. Then began a tussle and a clawing, but soon the black furry paw was pulling the thief right back through the hole.

Surprised, Mr. Hill dropped his gun and ran out to see what was going on. He grabbed his flashlight from his overall pocket. He looked here and there. He could see nothing. Ah! he heard something! Right near the chicken coop. "Well, well! What a good job you did! You played a joke on the old rat and you fooled me, too," laughed Mr. Hill as he spied Stripey, the Skunk, sitting close to the chicken coop eating his midnight lunch. "So you are a friend of hens! Well, I shall put away my gun as long as you stay around."

When Mr. Hill came back to pick up his gun, he found another surprise. Every hen was off its roost. Some were eagerly eating the yellow corn mash. Others were clapping their wings and cackling as though they were going to a special treat. Then of a sudden, Mr. Leghorn flew up and perched on a high beam. He began singing very loudly,

"Cock-a doodle-doo

The thieves will come no more,

Cock-a doodle-doo

For Stripey guards our floor."

"What a night," chuckled Mr. Hill, as he scratched his head and walked toward the house.

PRIVATE SCHOOLS PRESERVE FREEDOM

The National Council of Independent Schools, at its recent meeting in Boston, issued a "Statement of Faith." "Independent schools" were defined by the Council as schools "free from political or financial administration by government, with consequent liberty of purpose and practice. This independence implies freedom to set academic standards and curricula, to try experiments, to enter fields considered controversial, and to give religious training and faith a central place in the entire educational purpose."

The statement said that "there are few independent schools without religion as a guiding purpose," and that in public schools "with all their integrity and devotion, freedom of religion has come to mean freedom from religion." The following significant statements of faith are part of the document:

"We believe in God, and in the universal brotherhood of man. We hold that such belief should be taught.

"We believe that the inalienable rights of the individual derive from God. We believe, accordingly, that the individual has inescapable duties which flow from these rights, and we hold it an obligation on the school to teach both these rights and these duties.

"We believe that education resting on freedom of inquiry and freedom of faith is a basic guarantee of cultural continuity and of liberty itself. We hold it the duty of our schools to teach how to meet and manage difficult intellectual tasks.

"We believe that all good teaching is rooted and grounded in character carefully cultivated and based on religion and ethics. From such teaching, learning will grow into a lifelong strength on which a person may draw in all the private, economic, political, and spiritual stresses and joys which he will encounter.

"If a parent's liberty to choose the schools his sons and daughters may attend were to be denied, the educational system would become a state-controlled monopoly—a monopoly as complete and far-reaching as has resulted wherever religious freedom has been abolished to strengthen a single state church or where free enterprise has been destroyed to build a state-controlled economy."

For More Practical Aids turn to
Page 40A.



— G. C. Harmon

*Cardinal Stritch Reading Clinic, Milwaukee 7, Wis.

The Fabric of the School



Our Lady of the Lake School and Auditorium-Gymnasium, Seattle, Wash. This south view shows the single-story classroom unit with playground in the foreground. Outer classroom walls from floor to ceiling are of glass block except for the row of clear-glass windows. The only natural lighting for the auditorium is the row of glass block near the roof. The building was designed by Paul Thiry of Seattle.

Material Well Selected and Honestly Used in Our Lady of the Lake School, Seattle

Clean-cut, efficient, and inexpensive, a small elementary school in Seattle—the new Our Lady of the Lake School—is a good example of modern functional school design. Architectural frills have been avoided, but pleasing appearance and utility have been achieved through practical, functional treatment of simple materials. Space has been utilized to the utmost with no sacrifice of spaciousness; common building materials have been left exposed for economy while their severity has been toned down with the proper use of paint or varnish.

Exterior walls of the classrooms, for example, are entirely of glass—glass block and clear glass sash—to provide the ultimate in good daylighting.

The General Plan

Set on a sloping site the L-shaped arrangement provides four classrooms and staff office in one leg; two other classrooms and a large combination gymnasium and auditorium in the other. These, excepting one classroom on an upper level, flank a long corridor which is bisected by another serving main entrance doors.

The school has been planned for expansion. It may be necessary to double the present pupil capacity of 280 (kindergarten through eighth grade) within a few years. Designed by Paul Thiry, nationally known Seattle architect, this school cost \$190,287, or \$12.40 a

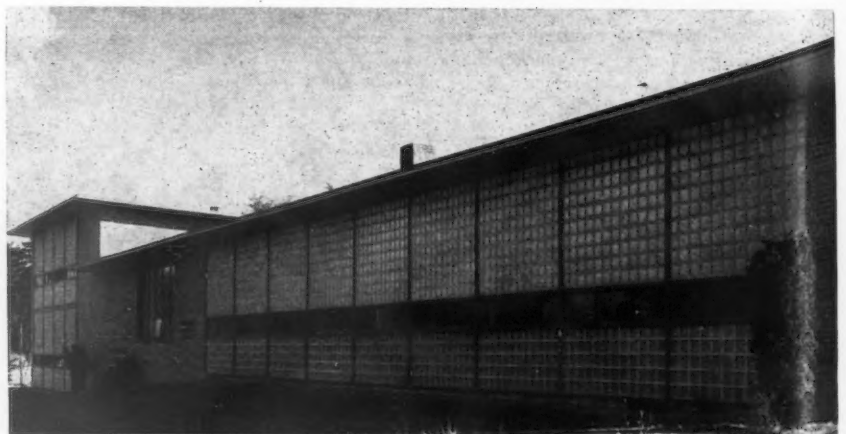
square foot, including all taxes, fees, black-topped play area, but not equipment. The cost per cubic foot was a trifle more than 75 cents. Opened for occupancy in January, 1950, it has attracted considerable interest from architects for its efficient design and use of materials, from school officials for its low cost and good daylighting features.

Because prime requirements of the job were speed and economy, Mr. Thiry reduced

the structural design to one of mill-constructed roof with a minimum of masonry and steel supports. This technique, requiring the least number of skilled workers, is common to heavy industrial construction. The school was completed in a brief six months.

Glass-Block Walls

Rigid control of daylight in the classrooms is provided by continuous panels of light-



North (front) View of Our Lady of the Lake School. Main entrance, near the left of the picture is partly hidden by shrubbery. Glass block both above and below the windows makes an attractive wall and provides plenty of light.

directing glass block installed above hopper-type clear glass sash. Prisms within these block direct daylight toward the ceilings, which, painted white, reflect and diffuse light evenly throughout the rooms. Because the daylight is directed above eye level, glare is minimized.

Additional daylight has been introduced into the classrooms by using a diffusing type of glass block below the sill instead of conventional masonry.

Because of a desire to have continuous glass walls uninterrupted by masonry supports, the architect conceived a solution both effective and economical. Most of the roof load is carried by pipe supports installed on the room side of the exterior walls; these supports are invisible from the outside and are inconspicuous within the room because they are painted to match the sash framing. This plan also was more economical than masonry and conventional steel framing.

Utility and Beauty

The concrete block partition walls have been left exposed to eliminate plastering, a high cost item. Instead, the blocks have been scrubbed clean of mortar and marks and finished with a single coat of concrete paint. As a result there was little need for expensive wood trim and millwork.

The cost of suspended ceilings has also been avoided. Acoustical tile has been set between the exposed Douglas fir roof beams, the warm texture of the wood being heightened with satin gloss varnish to provide a rich color counterpart to the monastic-like atmosphere of these rooms.

The architect has chalked up another important saving by making tackboards serve as cloak rooms. The boards were suspended on pipe uprights several feet away from rear walls to serve as screens. Hooks for clothing are attached to the wall and to the rear of the tackboard.

The concrete slab on which the building rests has been specially treated to serve directly as a floor. Carefully troweled to a hard dense surface, it has been scored into diamond patterns, color stained, and waxed. The result: an inexpensive and attractive floor surface which is permanent and easy to maintain.

Gymnasium-Auditorium

Further adroit handling of materials to effect good design as well as economy is evident in the gymnasium-auditorium. Here simplicity hides excellent planning for multi-purpose use.

The 24-foot-high interior walls of this room (about 45 by 94 feet) are of exposed concrete block, interlaced with courses of small concrete brick bonded to the exterior brick facing and topped by large panels of light-directing glass block.

These walls are punctuated by exposed steel beam uprights which join roof girders, set at a slight pitch and welded at the roof apex instead of bolted to provide smooth seams. The area between the roof girders is set with acoustical tile, painted white to deflect daylight from the glass block down



A Classroom in Our Lady of the Lake School. Prism glass block above the windows direct light toward the ceiling; those below throw light onto the floor. Note the tackboard partition in the rear. Behind it are hooks and racks for clothing. The pipe stanchions against the outer wall take the place of bulky masonry columns.

onto the floor area. The panels of glass block, the only source of natural light, transmit ample daylight for all activities. And because glass block is not easily broken, no wire netting or other conventional safety devices are needed.

The stage at the north end of the room has a 24-foot wide proscenium with sliding birch veneer doors which can be closed quickly when the room is used for sports. Chair storage area under stage is fitted with steel track channels to receive "trains" of casted trucks, three trucks to a "train," 24 chairs to a truck.

This room has been provided with three entrances, one a double-door entry from the school's main entrance vestibule on the south side of the building. This vestibule has two sets of doors, one which may be locked during community events to keep the public out of the rest of the building.

Traffic Control

During school hours, these doors lead into the lobby or wide corridor which bisects the school's main traffic corridor. The latter is on two levels, the raised portion serving four classrooms, the staff office, and toilets; the lower serves two rear stage entrances, two other classrooms, and a small music room.

The staff office, situated on the upper level, is provided with large windows which overlook the stairs and lobby corridor—a vantage point from which to direct traffic and maintain corridor discipline.

This lobby, again utilizing the contrasting textures of exposed concrete block, varicolored

common brick, and huge ceiling joists for decorative accent, is well daylighted. Two large panels of glass block—a continuation of the classroom fenestration—supply south light; another source is provided by panels in the open stairwell to the second-floor classroom.

This upper level classroom is nestled against the rear of the stage unit, the ceiling on a line with the top of the stage. In addition to providing extra classroom area, the merger of this room and the stage lend weight and architectural importance to the auditorium unit.

Radiant Heating

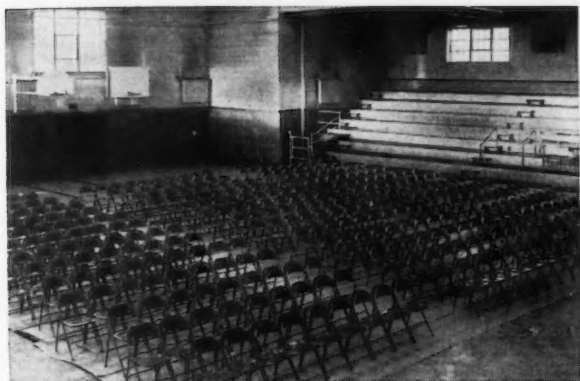
Radiant heating coils in the floors are fed hot water from a boiler room located below grade under washrooms opposite the staff office. It is entered from outside, the stairs situated near a crescent-shaped retaining wall—which, of course, serves more than one purpose. Although its main duty is to preserve the landscaped grade, this retaining wall has been heightened to act as a screen for an exterior toilet entrance and has been equipped with concrete bench on the lower portion to provide a sun-warmed play spot.

Rev. Hugh F. Gallagher is pastor of the parish and the school is staffed by Dominican Sisters. The present enrollment is about 180.

The average annual cost per pupil for education in large cities in 1949-50 was \$246.71, according to recent statistics of the U. S. Office of Education.

**America's Most Versatile Chairs for School Use—
and America's Number 1 Public Seating Buy!**

Samson Folding Chairs



Wisconsin State College Gym—Superior, Wisconsin



Denver University Arena—Denver, Colorado

**Ruggedly Built to "Take It" . . .
Posture-Designed for Comfort . . .
Easy to Stack, Store or Set Up!**

NOW SAMSON FOLDING CHAIRS make it easy to convert school seating space from one use to another, quickly and economically, to provide comfortable seating wherever needed.

Sturdy Samson Chairs are easy to set up or fold away, require practically no maintenance. They are made of tubular steel that is heavier gauge than even U. S. Bureau of Federal Supply specifications demand! Their extra-wide seats and posture-curved backs make them extra comfortable for public seating.

Tests by Pittsburgh Testing Laboratory showed the Samson 2600 chair to be: "Substantial, well-balanced, easily set up or folded, storing in the most compact space, weight uni-

formly distributed, folding mechanism guards against injury, seat rigidly supports framework, back is properly shaped for comfort."

Leading Users Choose Samson:

Ford Motor Company, *Dearborn, Michigan*; Wilton Academy, *Wilton, Maine*; Prospect Park Council Clubhouse, *Knights of Columbus, Brooklyn, New York*; Grace Lutheran Church, *Stratford, Connecticut*; Milenoff Ballet Theatre, *Coral Gables, Florida*; Baldwin High School, *Jacksonville, Florida*; Norwegian-America Line Agency, Inc., *New York, New York*.



Strong Enough To Stand On!

**THERE'S A SAMSON FOLDING CHAIR
FOR EVERY PUBLIC SEATING NEED**



Samson 2600 Series
Folding Chair

**FREE TRIAL—Test America's No. 1
Public Seating Buy Right In
Your Own Office!**

● Write us on your letterhead, describing your public seating problem. We will send you, express prepaid, for examination *right in your own office*, the amazing new Samson series 2600 folding chair—America's Number One Public Seating Buy! No obligation. Special low prices on quantity purchases. Ask your Samson distributor for quotations, or write us direct.

Shwayder Bros., Inc., Public Seating Division, Dept. P-2, Detroit 29, Mich.
ALSO MAKERS OF FAMOUS SAMSON FOLD-AWAY FURNITURE FOR THE HOME AND SMART SAMSONITE LUGGAGE FOR TRAVEL

COLD FACTS

"ON
hot
air"

**ELECTRIC-AIRE Hot Air
Hand Dryers REDUCE
YOUR TOWEL COSTS**

WE CAN PROVE IT!



Electric-Aire eliminates towel-costs and towel-troubles. Provides an economical, automatic, continuous drying service in wash rooms and shower rooms. Learn the COLD FACTS!

COLD FACTS
Gentlemen:
I want proof that Electric-Aire
Hot Air Hand Dryers reduce towel
costs, eliminate towel problems.
Send me the COLD FACTS. ON
HOT AIR immediately!

NAME _____
TITLE _____
ADDRESS _____
CITY _____ STATE _____

ELECTRIC-AIRE ENGINEERING CORP.
209 W. JACKSON BLVD. • CHICAGO 6, ILL.

Catholic Education News

AD MULTOS ANNOS

★ RT. REV. MSGR. HUGH F. BLUNT, pastor of St. John's Church, North Cambridge, Mass., celebrated the golden jubilee of his ordination on January 19. On January 20, he was 75 years old. Msgr. Blunt, well known as a poet, was twice awarded the annual Marian poetry prize.

★ BROTHER CHARLES HENRY, F.S.C., auxiliary to the provincial of the New York province of the Christian Brothers and community supervisor of secondary schools for the Brothers, recently celebrated his silver jubilee.

★ BROTHER NATHAN, C.F.X., principal of St. Teresa's Boys' School, Brooklyn, N. Y., celebrated on January 5 the 25th anniversary of his profession as a Xaverian Brother.

★ BROTHER JOHN JOSEPH, C.F.X., principal of St. Xavier High School at Louisville, Ky., and BROTHER JOACHIM, C.F.X., a member of the faculty of the same school, celebrated their silver jubilee on January 6.

HONORS AND APPOINTMENTS

Mariological Award

REV. JUNIPER B. CAROL, O.F.M., of Holy Cross Church, Bronx, N. Y., is the first recipient of a new award to be bestowed annually by the Mariological Society upon the American priest who has contributed most during the year to the progress of Mariology—the part of theology dealing with the Blessed Virgin Mary.

Christian Culture Award

DR. JOHN C. H. WU, professor of law at Seton Hall University, South Orange, N. J., will receive the Christian Culture Award Medal for 1952 from Assumption College, Windsor, Ont., Canada.

A former judge in his native China, and a member of the Chinese National Legislature, Dr. Wu was the representative of the Chinese government at the Vatican from 1947 to 1949. He was adviser to the Chinese delegation to the UN Conference in San Francisco in 1943. He has translated the New Testament and the Psalms into Chinese.

American Academy Post

REV. JOHN S. CREAGHAN, S.J., chairman of the classics department at Georgetown University, has been elected chairman of the advisory council of the American Academy in Rome.

Prize for Painting

SISTER MARY JAMES ANN, B.V.M., chairman of the art department at Clark College, Dubuque, Iowa, received first place in the water color division of the 11th annual Northeast Iowa Artists' exhibition. The contest was sponsored by the Cedar Falls Art Association.

Honor for Sculpture

REV. ANTHONY J. LAUCK, C.S.C., professor of sculpture at the University of Notre Dame, has received honorable mention from the National Academy of Design in New York City for a carving in limestone entitled "Monk at Work."

Outstanding in Human Relations

MISS BETTY SCHNEIDER, national director of Friendship House, was named the year's outstanding worker in human relations by the Chicago Commission on Human Relations. Miss Schneider is a graduate of St. Benedict's College, St. Joseph, Minn. While studying for a master's degree at Fordham University, she lived at the

New York Friendship House and then joined its staff as a full-time worker. She was appointed director of the Chicago Friendship House in 1949, and national director in 1950. Friendship House, a Catholic interracial movement, was founded about 15 years ago by Baroness de Hueck (now Mrs. Eddie Doherty).

To Gallery

DR. THOMAS P. NEILL, associate professor of history at St. Louis University, has been elected to the Gallery of Living Catholic Authors. The Gallery, with headquarters at Webster College, Webster Groves, Mo., has enrolled more than 600 Catholic authors.

Alexander Hamilton Medal

DR. CARLTON J. H. HAYES, retired professor of history at Columbia University, has been awarded the 1952 Alexander Hamilton Medal. This medal is awarded annually by the alumni association of Columbia College, "for distinguished service and accomplishment in any field of endeavor."

Dr. Hayes, a member of the class of 1904 at Columbia, was associated with the school as student or teacher for 50 years prior to his retirement two years ago. From 1942 to 1945 he was the U. S. ambassador to Spain. He has written extensively on historical subjects, his latest book being, *The United States and Spain: An Interpretation* (Sheed & Ward, \$2.75). Dr. Hayes is a convert to the Catholic Faith.

New Provincial Superior

REV. WOLFGANG J. FORTIER, M.S., superior of La Salette Seminary, Attleboro, Mass., is the new superior of the Province of the Immaculate Heart of Mary, of the Missionaries of Our Lady of La Salette. The province embraces all the French-speaking areas of New England, Canada, and a mission in the Philippines.

REQUIESCANT IN PACE

● REV. JOHN B. FURAY, S.J., for the past 10 years spiritual adviser of the Jesuit community at St. Louis University, died, January 14. For 20 years previously he was superior of the Jesuit faculty and dean of St. Mary of the Lake Seminary, the diocesan seminary founded by Cardinal Mundelein at Mundelein, Ill.

● RT. REV. MSGR. EDWARD J. BYRNE, professor of Sacred Scripture at St. Bernard's Seminary, Rochester, N. Y., for 40 years, died January 6. A former president of the Catholic Biblical Association, Msgr. Byrne was a member of the editorial board which directed the five-year task of revising the English translation of the New Testament.

● BROTHER ANDREW J. KOERNER, S.M., died, December 12, at St. Louis, Mo., at the age of 82 years. A member of the Society of Mary for 69 years, he was a teacher for many years at Chaminade College, Clayton, Mo.

● BROTHER EDWARD KNUST, S.M., a Brother of Mary for 57 years, was buried, December 28, in the Society of Mary cemetery at the University of Dayton (Ohio).

● REV. BENNO J. HAGGENMILLER, O.F.M.Cap., a nationally known educator, astronomer, and artist, died recently at Pittsburgh, Pa., at the age of 72. He founded the school of astronomy at St. Fidelis College, Herman, Pa., where he taught science and mathematics for 42 years. In 1942, he designed and installed a 10-inch reflector telescope.

(Continued on page 28A)



QUIZMO

Educational Lotto — Gives valuable practice in addition, subtraction, multiplication, and division. Grades 5 through 8.



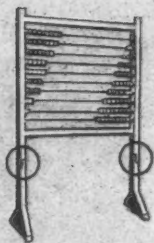
CRAYRITE CRAYONS

Finest wax crayon available, in boxes of 8, 16, and 24 different colors.



TEACHING AID RULER

A valuable aid in learning the meaning of ruler markings for grades 3 through 8.



UNIVERSAL COUNTING FRAME

A practical visual aid to teaching the "meaning" of number combinations.



ADHEZO

Strong, clear, transparent paste for all classroom mounting needs.



MODELING CLAY

Fine textured, plastic clay for modeling and craft work.

CONSTRUCTIVE AIDS TO EFFECTIVE TEACHING

Since 1860, Milton Bradley products have maintained a reputation for practical assistance in making teaching progressively more meaningful.

Our complete catalog describes these and many other classroom-tested Milton Bradley products in full detail. Write for your copy today.

MILTON BRADLEY COMPANY

DEPT. C

SPRINGFIELD 2, MASS.

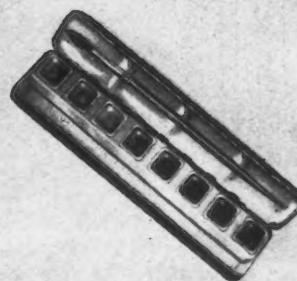
Headquarters for All School Supplies

Boston • Philadelphia • Chicago



BULL'S EYE CONSTRUCTION PAPERS of Uniform Quality.

For drawing, construction, paper sculpture and mounting.



WATER COLOR SETS

that meet every requirement for school use.



PHONETIC DRILL CARDS

Embeco and other tested phonetic drill cards and word builders.



VIVITONE

and other fine powder and liquid poster colors.

Catholic Education News

(Continued from page 26A)

EDUCATIONAL MEETINGS Association of American Colleges

Restoration of spiritual and moral values to American life—especially to the classroom—was urged by Bishop James H. Griffiths, chancellor of the Military Ordinariate, and Rev. John J. Cavanaugh, C.S.C., president of the University of Notre Dame, in addressing the Association of American Colleges in Washington, D. C., January 14.

Bishop Griffiths called for "restoration of spiritual and moral values anchored in God and not

in some vague ethical appeal as part and parcel of contemporary American life."

Father Cavanaugh said that American colleges "must take a clear, definite, and intelligent stand as to what morality is and upon what precise spiritual values it is based."

California N.C.E.A.

The California unit of the N.C.E.A. held its annual high school convention during the Christmas vacations at Riordan High School, San Francisco. The 500 teachers met in workshop groups. Recommendations resulting were: that every student should have his own New Testament for four-year study and that formal mental prayer be taught and encouraged; for the teaching of English, that the "Christian Impact on English," a method outlined in the book by Sister Rosinda, O.S.F., of Milwaukee, be studied and possibly adopted; in Spanish and French there should be

greater stress on speaking the language; in home economics there should be acceleration and expansion of courses in cooking.

Catholic Music Educators

The Michigan unit of the National Catholic Music Educators' Association met in Detroit, February 2. Mass was celebrated by Msgr. Wm. J. Murphy, superintendent of schools for the Archdiocese of Detroit and principal of Catholic Central High School. Bishop Thomas L. Noa of the Diocese of Marquette delivered the sermon. The theme of the meeting was, Every Child a Divine Trust. Maynard Klein, professor of choral music and director of the University of Michigan choir, spoke on Sixteenth Century Polyphony: Our Spiritual Heritage. Rev. Thomas J. Quigley, Ph.D., of Pittsburgh, national president, outlined the objectives of the association. Mother M. Celestine, S.S.J., Ph.D., of the St. Francis Home, Detroit, addressed the meeting. A 500-voice chorus of Catholic high school and college students, directed by Harry Seitz, Ph.D., head of the music department of Central Catholic High School, sang for the group.

Press Convention

The 19th annual Press Convention, sponsored by the Association of Catholic Schools Press Relations, was held, February 14-15, at Loretto Heights College, Denver, Colo., headquarters of the association. There were delegates from nine states. The principal speakers were Rev. Amador Cruz Wisco, editor of the *Philippine Sentinel*, and Dr. Regis Louise Boyle of Trinity College, Washington, D. C.

DIOCESAN ACTIVITIES

Speech Correction in Dubuque

The archdiocesan bureau of education at Dubuque, Iowa, has engaged a specialist in speech to supervise speech correction for the 6 per cent of the children enrolled in the Catholic elementary schools of the city who need such help.

The new supervisor is Andrew Bodnar who has a master's degree from the nationally recognized department of speech correction at the University of Iowa. Mr. Bodnar will, according to Rev. A. A. Hallbach, archdiocesan superintendent of schools, give personal attention to pupils afflicted with stuttering and stammering, since these cases are the most difficult speech defects. He will supervise the care of other speech defectives by classroom teachers whom he will help to train for the work.

Race Discrimination Disappearing

Archbishop Joseph E. Ritter, of St. Louis, Mo., was praised for his leadership in promoting interracial justice at a recent meeting of the St. Louis chapter of the American Catholic Sociological Society. In 1941 six parishes administered to Negroes while today some 30 have integrated congregations; in 1941 there were six grade schools for Negroes, while now some 30 Catholic schools have both white and Negro pupils; all diocesan high schools and a number of the private high schools admit Negroes. After St. Louis University opened its classes to Negroes in 1945, Fontbonne and Webster Colleges followed a few years later.

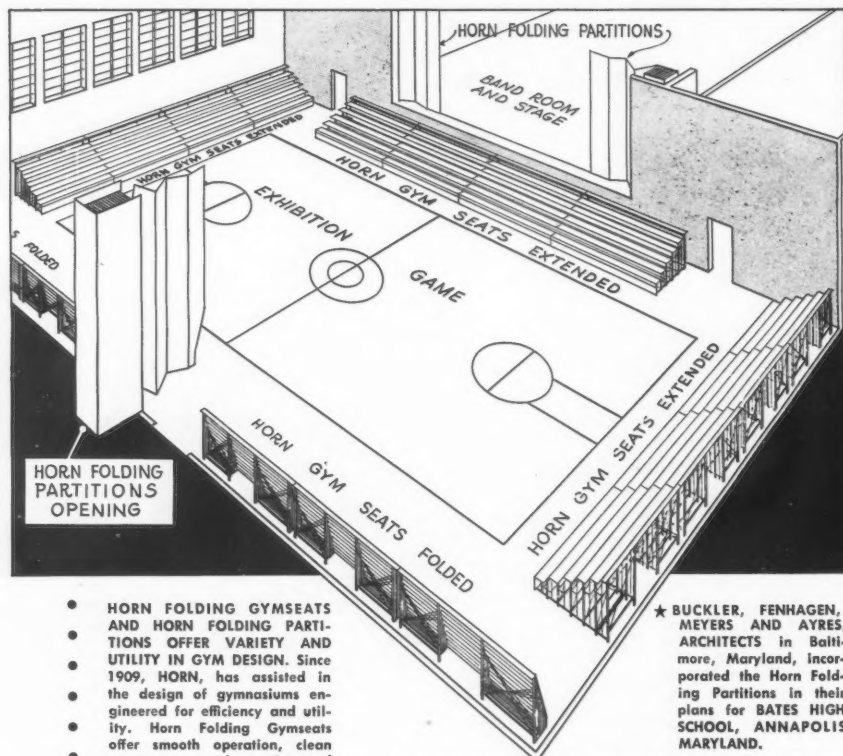
Joliet School Report

The report for the school year 1950-51 was released recently by Very Rev. Msgr. Joseph A. Wagner, superintendent of schools for the Diocese of Joliet (Illinois). In September, 1951, there were almost 17,000 students enrolled, an increase of 1070 over the previous year. Elementary schools gained 876 pupils and high schools 200. College enrollment was stationary.

Two new schools were opened in September and another is under construction. A meeting of supervisors and principals, on March 17, 1951, discussed book adoptions, and a carefully planned meeting on October 12 was attended by about 98 per cent of all principals and supervisors.

(Continued on page 30A)

HORN FOLDING PARTITIONS FOLDING GYM SEATS "TAILORED" TO YOUR NEEDS



- HORN FOLDING GYMSEATS AND HORN FOLDING PARTITIONS OFFER VARIETY AND UTILITY IN GYM DESIGN. Since 1909, HORN, has assisted in the design of gymnasiums engineered for efficiency and utility. Horn Folding Gymseats offer smooth operation, clean appearance and engineered safety. Horn Folding Partitions for opening large or small are custom built to your requirements.

- Looking for a STAGE! HORN FOLDING STAGES FOR classrooms, auditoriums, gyms, etc., save time, labor and storage room. Write for details.

★ BUCKLER, FENHAGEN, MEYERS AND AYRES, ARCHITECTS in Baltimore, Maryland, incorporated the Horn Folding Partitions in their plans for BATES HIGH SCHOOL, ANNAPOLIS MARYLAND.

HORN BROTHERS COMPANY SCHOOL EQUIPMENT DIVISION FORT DODGE, IOWA, U.S.A.

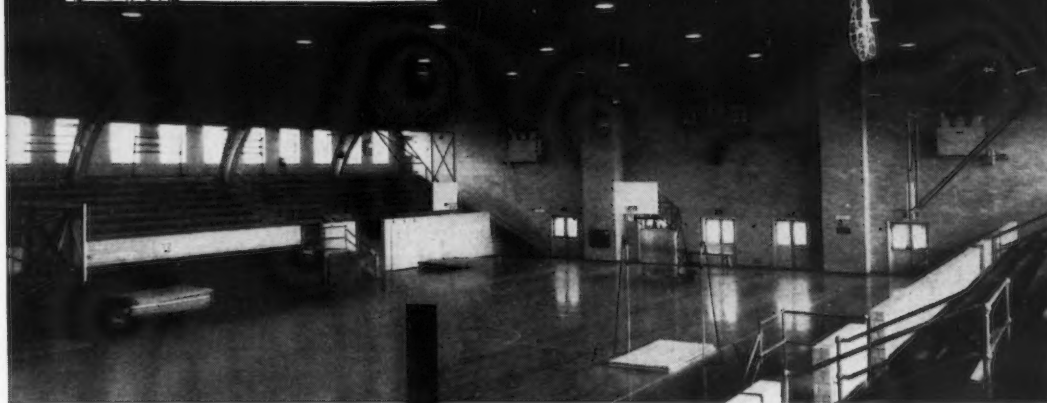
SEND INFORMATION ON THE FOLLOWING

- ☐ HORN FOLDING GYMSEATS ☐ HORN FOLDING STAGES
☐ HORN FOLDING PARTITIONS ☐ HORN REPRESENTATIVES

NAME.....

ADDRESS.....

CITY..... STATE.....



Porter 225B Field House Backstops are ideal for gymnasiums with high ceilings since they require no superstructure and are removable. Backstops at Bucknell are equipped with Porter 208B Rectangular Backboards.

The gymnasium at Bucknell University at Lewisburg, Pa., is equipped with two Porter 225B Field House Backstops for main court use, and with four Porter 223B Fold-Back Backstops for use on the practice courts.

*at leading gyms from coast-to-coast
the choice is Porter*

BUCKNELL U. PICKS PORTER TOO

You, too, can prove to yourself that there *is* a Porter basketball backstop to meet every building condition—ideally and economically. Porter's experience numbers years of service to the nation's leading schools, universities, clubs and community organizations. Porter engineers have successfully solved every type of backstop installation problem. And don't overlook this important fact: Porter basketball and gymnasium equipment is backed by nearly a century of quality manufacturing . . . Why not call upon Porter right now?

FREE ENGINEERING CONSULTATION

You can entrust your planning problems to Porter's engineering staff, and be confident of getting quick and thoroughly satisfactory assistance. There is no obligation. Write today.



THE J. E. PORTER

Manufacturers of Gymnasium,

CHICAGO OFFICE: 664 N. Michigan Ave., Chicago 11, Phone: Superior 7-7262

Nearly a Century of Quality Manufacturing

CORPORATION

Ottawa, Illinois

Playground and Swimming Pool Equipment

NEW YORK OFFICE: 11 W. 42nd St., New York 18, Phone: Longacre 3-1342

SVE features the World-Famous TISSOT Paintings in 2x2 FULL COLOR slides!



These SVE slidesets highlighting the Easter Season are among the many in SVE's comprehensive collection by the renowned Catholic artist, James Tissot. Critics acclaim Tissot's works as having authenticity and accuracy unmatched by any other artist in this subject. These slides provide complete visualization of the Easter Season events in the life of Christ. Guides are included with each set.

BETRAYAL AND JUDGMENT—15 slides

Hi 634 "HAIL, MASTER, AND HE KISSED HIM"
Hi 642 PETER AND JOHN FOLLOW AFAR OFF
Hi 646 THE SECOND DENIAL OF PETER
Hi 643 JESUS TAKEN BEFORE ANNAS
Hi 644 THE FALSE WITNESSES
Hi 654 THE MORNING JUDGMENT
Hi 664 THE SCOURGING ON THE BACK
Hi 662 JESUS LED BACK FROM HEROD TO PILATE
Hi 667 "ECCE HOMO" (BEHOLD THE MAN)
Hi 670 "LET HIM BE CRUCIFIED"
Hi 671 PILATE WASHES HIS HANDS
Hi 673 JESUS LEAVES THE JUDGMENT HALL
Hi 679 JESUS FALLS BENEATH THE CROSS
Hi 681 SIMON THE CYRENIAN BEARS THE CROSS
WITH JESUS
Hi 686 THE PROCESSION NEARING CALVARY
Each color slide in Ready-Mount..... \$60
S155R Slideset, 15 slides, in color, with guide \$7.25

THE RESURRECTION—15 slides

Hi 726 THE TWO MARYS WATCH THE TOMB
Hi 733 MARY MAGDALENE QUESTIONS THE ANGELS
Hi 734 JESUS APPEARS TO MARY MAGDALENE
Hi 735 "TOUCH ME NOT"
Hi 731 MARY MAGDALENE TELLS OF THE EMPTY TOMB
Hi 732 PETER AND JOHN RUN TO THE EMPTY TOMB
Hi 738 THE DISCIPLES ON THE ROAD TO EMMANUS
Hi 743 JESUS APPEARS NEAR THE SEA OF TIBERIAS
Hi 744 PETER CASTS HIMSELF INTO THE SEA
Hi 745 THE SECOND MIRACULOUS DRAUGHT OF FISHES
Hi 746 JESUS EATING WITH HIS DISCIPLES
Hi 740 "HE APPEARED TO THE ELEVEN"
Hi 741 THE UNBELIEF OF THOMAS
Hi 747 "FEED MY LAMBS"
Hi 748 THE ASCENSION FROM THE MOUNT OF OLIVES

Each color slide in Ready-Mount..... \$60
S157R Slideset, 15 slides, in color, with guide \$7.25

FROM PALM SUNDAY TO HOLY WEDNESDAY

14 slides, in color, with guide..... \$7.00

THE PASSOVER

10 slides, in color, with guide..... \$5.00

CALVARY

12 slides, in color, with guide..... \$6.00



**SOCIETY FOR VISUAL
EDUCATION, INC.**

A Business Corporation

1345 Diversey Parkway, Chicago 14, Illinois

FREE! Easter and Lenten Season Folder
featuring 21 Filmstrips, 199 Color Slides!

Catholic Education News

(Continued from page 28A)

Students' fund raising activities were centered on the missions. In May, 1951, grammar school children reported \$6,854.12 given to the missions and the institutions for higher learning gave \$5,319.51. The schools also assisted the Junior Red Cross and other charitable organizations.

Catholic school officials co-operated in the work of county health boards. The Catholic Music Educators Association sponsored several musical activities. The schools also co-operated in the Civil Defense Program.

Raleigh Schools Advance

According to the recent report of Rev. Edward J. Gilbert, superintendent of schools of the Diocese of Raleigh (N. C.), the diocesan average in four basic studies—arithmetic, English, history, and spelling—increased by more than 10 per cent. Last year the diocese began to use the scholastic tests made up by the department of education of the Catholic University of America. The new course of study in the diocese stresses the social sciences as they are related to living in North Carolina.

COLLEGES AND UNIVERSITIES

Private Donations Advised

The National Association of Manufacturers has launched a drive urging its 17,000 members to contribute to the support of both private and public education. Msgr. F. N. Pitt, secretary of the Louisville archdiocesan school board, and a member of the N.A.M.'s educational advisory council, says that Catholic institutions should "take any action they can" to benefit from this movement. Catholic schools generally will do well to contact businessmen in their own communities for such help. Rev. John J. Cavanaugh, C.S.C., president of the University of Notre Dame, also is a member of the N.A.M.'s educational advisory council.

Combat Discrimination

At St. Ambrose College, Davenport, Iowa, the student council has established a second scholarship for a worthy student of the Negro race. The college officials, in announcing this new special scholarship, point out that none of the other scholarships awarded annually at St. Ambrose discriminates against any student because of race, creed, or color.

TV Education Courses

Quincy College, operated by the Franciscan Fathers at Quincy, Ill., has inaugurated what is claimed to be the first educational television program in the country dramatizing the content of college courses. The program on Station WGN-TV, Chicago, will dramatize a course in television programming and another in the philosophy of education.

Evening Graduate Classes

Xavier University, Cincinnati, Ohio, is offering graduate classes in the late afternoon and evening, and on Saturday for teachers and other employed graduate students.

Theology for Laity

Canisius College, Buffalo, N. Y., is offering a course in simplified theology. The course emphasizes the life of Christ as the basis of theology and then explains doctrines that grow out of such understanding. More than 150 men and women including teachers, business people, nurses, plant workers, and lawyers are enrolled.

Emphasize Theology

Dr. Roy J. Deferrari, secretary general of the Catholic University of America, addressing the

(Continued on page 31A)



SQUARE DANCING

can be

So easy to learn

... So easy to teach

**With these Square Dance Records
with Progressive Oral Instructions
and Calls by ED DURLACHER.**

Here is the easy and economical way to give square dance instructions in your school... the HONOR YOUR PARTNER series of square dance records.

Each record in albums 1 to 4 starts with simplified, progressive oral instructions by Ed Durlacher — instructions easily understood by school children of all ages. Following a brief pause, giving the dancers time to square their sets, the music and calls begin. The TOP HANDS, directed by FRANK NOVAK, offer the best in scintillating and foot tapping square dance music. The calls are delivered by one of the nation's most outstanding square dance authorities, ED DURLACHER.

The fifth album in the series contains music only, without calls or instructions — "The Square Dance Caller's Delight."

AN ENTHUSIASTIC USER REPORTS... "The square dance album 'Honor Your Partner' is all that you claimed it to be — we tried out the records on a group of eighth grade students and they picked up the instructions without difficulty. In the space of thirty minutes, this group, which had never square danced before, were doing the figures in an expert fashion. The records were also a hit at the adult square dance which we held last night." — Alfred Elliott, Recreation Director, Greenwood, Mississippi.

**All records are guaranteed against
breakage, in normal use.**

**You'll want to learn more about the
HONOR YOUR PARTNER albums.**

Write today for descriptive folder.

HONOR YOUR PARTNER

SQUARE DANCE ASSOCIATES
Dept. CSJ-6 Freeport, N. Y.

Catholic Education News

(Continued from page 30A)

13th annual convention of the American Catholic Sociological Society, urged Catholic colleges to return their curriculums to center "about a group of basic and unifying subjects; namely, theology, philosophy, and history, but especially theology." "The so-called elective system," he said, "although followed only in part but with little discrimination, has led to the downfall of many Catholic colleges as Catholic colleges."

Current Events Lectures

Rev. Sebastian Miklas, O.F.M.Cap., director of adult education at the Catholic University of America, has prepared a "first-aid" course of lectures to help Catholics answer current questions. Typical titles of the lectures are: The Vatican Ambassador, by Rev. Wilfred Parsons, S.J.; Recent Marriage Pronouncements and Moral Deterioration in Public Affairs, by Rev. Francis J. Connell, C.Ss.R.; My Favorite Author, by Riley Hughes; The Educated Man of 1952, by Rev. Francis P. Cassidy; Unions: Interference or Participation, by Rev. Wm. J. Kelly, O.M.I.; The Spanish Problem, by Rev. James M. Magner. Father Miklas himself will review current books.

The Sheil School

The Sheil School of Social Studies, 31 East Congress St., Chicago, Ill., is offering a Saturday morning program of special interest to teachers. The religious upheavals of the sixteenth century and their implications for the modern world is the subject featured at present. Other courses include Art and Liturgy of Lent and Voice and Diction Clinic for Teachers. Rev. Edward V. Cardinal, C.S.V., Ph.D., is director of the Sheil School.

Natural Law Institute

The fifth annual convocation of the Natural Law Institute was held at the law school of the University of Notre Dame on December 20. Among the participants were a Jew, a Hindu, a Moslem, a Confucianist, and a Buddhist. Most Rev. J. Francis A. McIntyre, archbishop of Los Angeles, was the honorary chairman of the convocation.

Talk for Catholic Education

Students of Mt. St. Scholastica College, Atchison, Kans., while on their Christmas vacation talked on Catholic education to student groups in their home towns.

Adult Education

More than 100 courses in literature, language, education, applied sciences, and arts are offered in the adult education program at Immaculate Heart College, Los Angeles, Calif.

U. of D. Jubilee

The University of Detroit (Jesuit) inaugurated the celebration of its 75th anniversary with a civic program on January 27. The school began with a single building in 1877 and now enrolls more than 8000 students.

Manhattan Broadcasts

Manhattan College School of Business, on January 15, began a series of weekly radio broadcasts (Tuesdays at 8:30 p.m., Station WFAS, White Plains, N. Y.). Topics include: Are You Willing to Cut Your Taxes?; Does Advertising Work for You?; and Can Unions Build Your Business? The school and its only dean, Dr. James L. Fitzgerald, are celebrating their silver jubilee. The school established the first privately endowed department of labor management in the state of New York.

(Concluded on page 32A)



simply wonderful!

wonderfully simple!

Magnecorder
tape recorders for education



Yes, that's the sensation you'll feel when you first hear the wonderfully true reproduction of "live" sound you recorded yourself — and so easily.

Educators, clergymen, music teachers all over America are finding the amazing high-fidelity Magnecorder the perfect instrument to aid them in their work.

It's so easy to record and reproduce every sound *exactly* as it was created! Great music . . . broadcasts of historic events . . . school plays and ceremonies . . . important speeches . . . fine sermons . . . speech correction. Yours to hear again and again — or you can erase the tape and use it repeatedly.

MAGNECORDER is so simple in operation a child can learn to use it in a matter of minutes. Yet it is so perfect in modern sound reproduction that it is first choice, 3 to 1, of radio engineers from coast to coast.

for complete information, write Department CS-3

Magnecord, INC. 360 NORTH MICHIGAN AVENUE
CHICAGO 1, ILLINOIS

**IT COULD
EASILY
SLIP YOUR MIND!**

*Memorandum:
Remember to
check on advantages
of using slate
chalkboards*

SLATE has so many advantages as a chalkboard that some of them could easily slip your mind. Why not refresh your memory by sending for a copy of our latest pamphlet "SLATE CHALKBOARDS ARE MODERN TOO."

**PENNSYLVANIA SLATE
PRODUCERS GUILD, INC.**
Pen Argyl, Pa.

PENNSYLVANIA SLATE PRODUCERS GUILD, INC.
211 Realty Bldg., Pen Argyl, Pa.

I too would like a copy of "Slate
Chalkboards Are Modern Too."

Name:

Address:

Catholic Education News

(Concluded from page 31A)

SCHOOL NEWS

Catholic High School Praised

Bishop Toolen High School, Mobile, Ala., was highly praised in the report of an official inspection by the visiting committee of the Alabama State Department of Education.

Special commendation was given to the separate rooms provided for classes in modern languages—French and Spanish. Instruction is exclusively in the language studied. Maps, charts, pictures, costumes, and souvenirs are used as part of the teaching material. Tape recordings of students' pronunciation are compared to professional recordings.

The visitors said that the teaching in business education was "a superior piece of work" and that teachers in the social studies classes were "alert to implications of world events." They also commented favorably on the methods of teaching mathematics and oral English.

The visiting committee consisted of ten representatives of public schools and five of Catholic schools.

Bishop Toolen High School, diocesan, is in charge of the Sisters of Loretto. Sister M. Charleen is the principal.

COMING CONVENTIONS

For Conventions in March, see the "Catholic School Journal" for February, Page 32A.

Apr. 1. National Catholic Education Association, Midwest Secondary School Department at Palmer-House, Kansas City, Mo. Chairman: Brother Edwin Coerd, 5025 Cote Brillante, St. Louis 13, Mo.

Apr. 3-5. Alabama Vocational Association at Birmingham. Secretary: Rex Sullivan, Box 1475, University, Ala.

Apr. 3-5. Illinois Vocational Association at Congress Hotel, Chicago, Ill. Secretary: H. P. Erwin, Board of Education, Mattson, Ill.

Apr. 3-5. New York State Vocational & Practical Arts Association at Hotel Syracuse, Syracuse. Secretary: R. S. Knouse, New York State College for Teachers, Albany, N. Y.

Apr. 4. Iowa Guidance Association at Iowa State College, Ames, Iowa. Secretary: F. E. Wellman, 220 Curtiss Hall, Iowa State College.

Apr. 4. Tennessee Vocational Association at Nashville, Tenn. Secretary: W. A. Seeley, 202 Memorial Bldg., Nashville, Tenn.

Apr. 9-11. Inland Empire Educational Association at Davenport Hotel, Spokane, Wash. Secretary: Clifton A. Hussey, Court House, Spokane, Wash.

Apr. 15-16. American Catholic Philosophical Association at Hotel Statler, Cleveland Ohio. Chairman: Rev. Charles A. Hart, Catholic University of America, Washington, D. C.

Apr. 15-18. National Catholic Educational Association at Municipal Auditorium, Kansas City, Mo. Chairman: Rt. Rev. Msgr. F. G. Hochwalt, 1785 Massachusetts Ave., N.W., Washington 5, D. C.

Apr. 16-19. American Camping Association Convention at Conrad Hilton Hotel, Chicago, Ill. Chairman: Joseph H. Clemens, 123 W. Madison St., Chicago 2, Ill.

Apr. 17-19. Florida Education Association at Miami, Fla. Secretary: Ed Henderson, 220 Centennial Bldg., Tallahassee, Fla.

Apr. 24-25. Radio and Television Education Conference at University of Pennsylvania, Philadelphia, Pa. Chairman: Martha A. Gable, Board of Education, 21st & Parkway, Philadelphia, Pa.

Apr. 25-26. Idaho Education Association at Boise Senior High School, Boise, Idaho. Secretary: John M. Booth, 614 State St., Boise Idaho.

**TODD
BURNERS**

GAS OR OIL

**Setting the
standard for
economy and
dependability
in school
power plants
throughout
the world**

COMBUSTION EQUIPMENT DIVISION

**TODD
SHIPYARDS
CORPORATION**

81-16 45TH AVE., ELMHURST, QUEENS, N.Y.

DISTRIBUTORS & DEALERS THROUGHOUT U.S.
SEE CLASSIFIED PHONE BOOK

Ahead in driving safety, too!



THE NEW

Superior **PIONEER** school coach



Your children will be safer in a new 1952 Pioneer School Coach because, in addition to super-strong construction, the Pioneer has feature after feature designed for the driver's convenience and comfort.

Big "picture window" windshield permits greater field of vision, minimizes glare, and is completely free of distortion. Advanced new defrosting system provides fast de-frosting, de-fogging, and de-icing of entire windshield.

The new driver's seat adjusts, in one easy motion, to best eye-level and driving position . . . forward and up for a shorter person, backward and down for a taller person. Seat has heavily padded, form-fitted back and comfortable spring cushion.

These are just a few of the reasons why the Pioneer is more convenient for the driver . . . and safer for the children. Ask your Superior distributor for detailed information on the Pioneer—built by the manufacturer that has pioneered most of the "Safety Firsts" standard on school buses today—Superior Coach Corporation, Lima, Ohio.



PIONEER



S U P E R I O R B Y E V E R Y S A F E T Y S T A N D A R D

New Books of Value to Teachers

Cosmology

By Fernand Renoirte, Sc.D., Ph.D. Translated from the second revised edition by James F. Coffey. 271 pp., \$3.50. Joseph F. Wagner, New York, N. Y.

This important book is the fifth of the series of philosophy textbooks, published by the University of Louvain in Belgium. Anything published by the professors of this university is bound to be thorough; and that is also true of this text.

It is an unfortunate fact that scientists and philosophers are, as a rule, versed only in their

own particular field of knowledge. The result is that scientists and philosophers quite frequently use the same terms in their statements and yet mean very different things. This lack of proper communication hampers them in understanding one another.

Professor Renoirte is exceptionally well versed both in science and philosophy. In this book he seeks to build a bridge of common understanding. Step by step, he leads the reader along the path of scientific investigation and method, beginning with the commonplace sensation and perception of things and ending with the refined precision of the mathematical formulation used in scientific research. He explains the exact meaning of scientific terms, laws, and principles, so that the philosopher can understand the language of scientists. He then relates problems of cosmology, especially to the problem of the constitutional nature of natural bodies.

Although some readers will consider the philo-

sophical portion too brief, the book is well done and should find a prominent place in every philosophical and scientific library.—C. N. Bittle, *O.F.M.Cap.*

The Gifted Child

Edited by Paul Witty. Cloth, 338 pp., \$4. D. C. Heath & Co., Boston, Mass.

This is a welcome addition to educational literature, particularly because of the nature of the subject. It is significant both for the practical suggestions made in the book, and more especially by the character of the contributors—Terman, Witty, Strang, Pritchard, and Zorbaugh. The range of the book is extensive including identifying gifted children, history of the research, administration of special institutions, hygiene of gifted children, community recognition, and educational provisions. This summary of past research and indication of present problems results in a series of detailed suggestions for more widespread understanding of the nature of the gifted boys and girls, for providing more varied and more stimulating curricula throughout our school system, and for improving the working relationships between parents and teachers. Especially helpful is the fact that the bibliography is carefully annotated and sufficiently comprehensive to indicate in a general way the character of the writers.

This is a field in which Catholic educators ought to be more interested and ought to make more contributions to the work. There is practically no reference to contributions by Catholic educators or by Catholic institutions. This is due undoubtedly not to the neglect of this field but the absence of any significant contributions.—F.

Our Bishops Speak

Edited by Rev. Raphael M. Huber. Cloth, 434 pp., \$6. The Bruce Publishing Co., Milwaukee, Wis., 1952.

This is a collection of 82 documents of the American hierarchy containing the official pronouncements and statements on a wide number of social and moral problems. It is certainly very useful to have an official compilation of these documents. They are classified under four headings with the appendix on relevant matters of N.C.W.C. departments.

The first section contains the thirteen annual statements of the Bishops beginning with the Pastoral Letter of 1919 and ending with the one in 1950. The other three sections contain resolutions and letters of the hierarchy sent to individuals; resolutions and statements of the hierarchy of the United States on the episcopal committee on various topics; statements of the administrative boards of the N.C.W.C. Among the educational topics discussed as a basis of demonstrating Catholic principles of education are: citizenship, secularism, false principles, federal aid, the education of women, the importance of higher education, education not a state monopoly, the state rights, the right to educate, the role of the state, and true principles of education.—F.

Occupational Choice: An Approach to a General Theory

By Eli Ginzberg, Sol W. Ginsberg, M.D., Sidney Axelrad, & John L. Herma. Cloth, 280 pp., \$3.75. Columbia University Press, New York, N. Y.

This pioneering book is important, for, as the authors point out, "there is a great waste of individual and social resources in the way in which individuals currently reach decisions about their occupations."

Before any good work can be done in the field of occupational choice there is a need for some starting point—a theory—relating to how people decide what they are going to do vocationally. The authors present a review of the literature and an approach to the subject. In deciding how to study the matter, the authors investigated, "roles of the reality of factors, the educational process, the emotional determinants,

(Continued on page 36A)

Next September—

WILL YOUR LABORATORY LOOK LIKE THIS—

OR LIKE THIS ?

ORDER NOW FOR FALL DELIVERY

If you're planning new laboratory furniture and equipment for your science rooms next fall—*right now* is the time to place your order. Right now Kewaunee is in a good position to handle your needs—and to assure you delivery before the fall term begins. Later, we may not be able to give you this assurance.

As a friendly Kewaunee service to you, we urge you to anticipate your laboratory requirements now, and be *sure* of fall delivery.

Write us today for a free copy of our catalog of Scientific Laboratory Equipment.

Kewaunee Mfg. Co.

J. A. Campbell, President
5010 S. Center Street • Adrian, Michigan

Representatives in Principal Cities

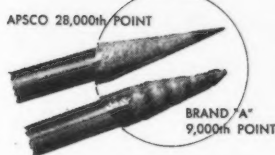
Independent laboratory tests prove—

YOUR PENCIL SHARPENER DOLLARS

BUY MORE WHEN YOU SPECIFY APSCO!

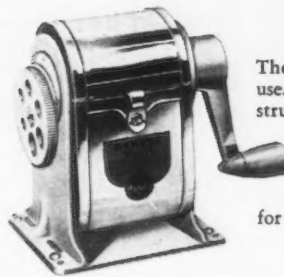
2½ TIMES AS MANY POINTS!

Tests by leading independent laboratories* prove that model for model, Apsco sharpens more than 2½ times as many points as other brands. You save up to 70% of your cutter replacement costs. And Apsco gives you more points per pencil.



Compare the points

Unretouched laboratory photographs** show the sharpening superiority of Apsco's exclusive undercut cutter design. Compare Apsco's 28,000th point with 9,000th point of comparable competitive sharpener. See for yourself why Apsco has been the choice of schools for 50 years.



New Dexter No. 3

The perfect sharpener for school use. Smart new styling. All-steel construction for years of trouble-free service. Steel frame supports cutter head at both ends. Extra-long steel cutters. Point adjuster. Pencil stop. Centering turret for all sizes of wood case pencils.

FREE! "Proper Care of Pencil Sharpeners"!

How to install sharpeners, adjust pencil stop, replace cutters! These and many other questions are answered in new Apsco service bulletins now available to schools free of charge. See your Apsco dealer or mail coupon for your copy of valuable booklet!



Automatic Pencil Sharpener Co., Dept. H
336 N. Foothill Road, Beverly Hills, Calif.

Please send me new literature on proper installation and care of Apsco pencil sharpeners:

Our school has _____ (name of models) Apsco sharpeners.

Name _____ Title _____

School _____

Address _____ Zone _____

City _____ State _____

* United States Testing Co., Test Nos. 89388 and E-756

** Pittsburgh Testing Laboratory, File No. 32999.1

IT COSTS LESS...TO BUY THE BEST!

New Books

(Continued from page 34A)

and the scheme of values in occupational choice determination." They found that a study of these factors did not provide the elements necessary to build the theory.

The last listed investigation was a particularly interesting one. They decided to study individuals who plan to enter the ministry, because these individuals "make choices at variance with the typical pattern of decision making in our society, in which the individual seeks to maximize his economic opportunities."

The authors point out that, "almost without exception, the future minister was exposed from earliest childhood to religious experiences and institutions, and these were reinforced in puberty

and early adolescence. As a first approximation, we can say that without the opportunity to live in—and respond to—a strongly religious environment, at home and at school, few would think seriously of the ministry as a lifework. Among Catholics, the specifically religious values appear to be more important in the decision-making process than the humanist values more commonly found among Protestants and Jews. And great importance must be ascribed to the emotional support and educational guidance that the young Catholic boy usually receives from a sympathetic and helpful priest."

The first part of the book deals with the decision of the study. Next the authors state the basic process of decision-making. In this discussion they say that the process can be divided into three distinct periods. They are "the period during which the individual makes what can be described as a fantasy choice; the period during which he is making a tentative choice; and the

period in which he makes a realistic choice."

Next, the authors consider particularly significant groups with special problems in occupational choice—the lower income group and women.

Part IV of the book gives three excellent chapters discussing a general theory of occupational choice. The authors explain, "the basic elements in our theory of occupational choice; they are three: it is a process; the process is largely irreversible; compromise is an essential aspect of every choice."

The last chapter of the book contains a statement dealing with the conservation of human resources. In addition to a bibliography and a rather complete index, the book includes a five-page appendix dealing with the relation of the general theory to prior studies.

With the emphasis being given to counseling and guiding, and its subfield vocational and occupational information, this book makes a pioneer and a valuable contribution to the literature. Since teachers and counselors are called upon constantly by students for help in this field, it would appear desirable for these groups to be familiar with this unusual book in the field of occupational choice. — *Richard S. Fitzpatrick.*

Saint Augustine's *De Civitate Dei*

By Rev. William G. Most, Ph.D. Cloth, 225 pp. Catholic University Press, Washington 17, D. C.

This is a collection of selections from significant chapters of the *De Civitate Dei*, chosen for their thought and vigorous language. As the editor says in his introduction, the idea that all later Latin is decadent, has been thoroughly exploded. There is in the vast body of Christian writing much that is, in language and literary value, on a par with the best of the classical writers.

Father Most offers material of distinct significance and sublime thought, all expressed in language equal in style to that of Cicero and Sallust. The book is provided with complete notes and a glossary of words not found in typical brief Latin-English dictionaries.

Facts About Narcotics

Compiled by Victor H. Vogel, M.D., and Virginia E. Vogel. Paper, 49 pp., 40 cents. Published by Science Research Associates, Inc., 57 West Grand Ave., Chicago 10, Ill.

What do you know about narcotic drugs? Reports from large cities show that several thousand young people are addicted to narcotic drugs or are becoming addicts. This booklet gives the facts about narcotics, discusses the kind of people who take drugs, and the mental and physical effects of drugs.

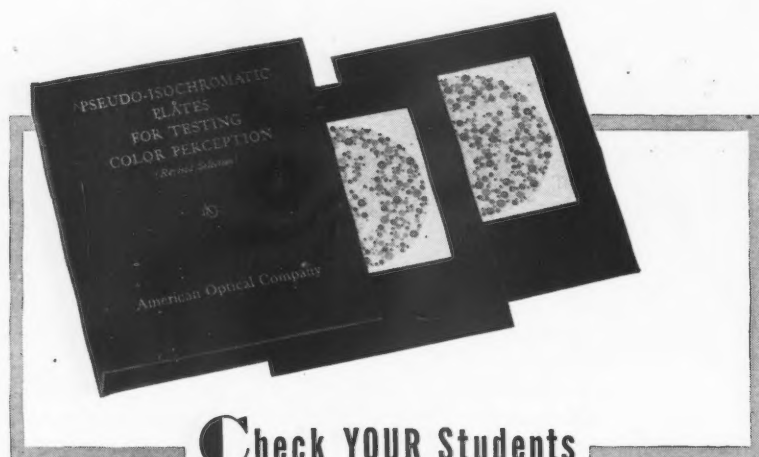
Come North

By Sister Julia Gilmore, S.C.L. Boards, 310 pp., \$3.50. McMullen Books, New York, N. Y.

This is the life of Mother Xavier Ross, heroic foundress of the Sisters of Charity of Leavenworth, Kans.

Ann Ross, born in 1813 in Cincinnati as the child of a Methodist minister, embraced the Catholic faith against the strong opposition of her family. At the age of 19 she left home to join the Sisters of Charity of Nazareth. An excellent teacher and a vigorous leader, she helped establish a successful school in Nashville. In 1858 she headed a band of eight nuns and postulants who founded a school for young ladies in Leavenworth, Kans. When she died in 1895, Mother Xavier had the satisfaction of knowing that the college, the schools, the orphanages, and the other charitable works of the Sisters of Charity of Leavenworth extended over five states west of the Mississippi River—an important part of the Church's social and educational work. The book strongly emphasizes Mother Xavier's work as a religious, as a spiritual guide and leader, as a woman deeply concerned for the welfare of her charges, for whom she had a strong feeling of charity. It provides many fundamental facts for a history of Catholic charity in America.

(Continued on page 38A)



Check YOUR Students with the Color Perception Test

Every school child should be tested. About 4% of the males and fewer females are deficient in color perception. This physiological characteristic may become an important factor in the social, educational and occupational adjustment of the individuals concerned. For this reason, early detection of deficient color perception is very desirable.

The color blind or color deficient student, informed of his defect, is equipped to make sound personal and vocational adjustments. Likewise, educational and vocational advisors need information concerning the existence of defective color vision in order to provide helpful guidance for those affected.

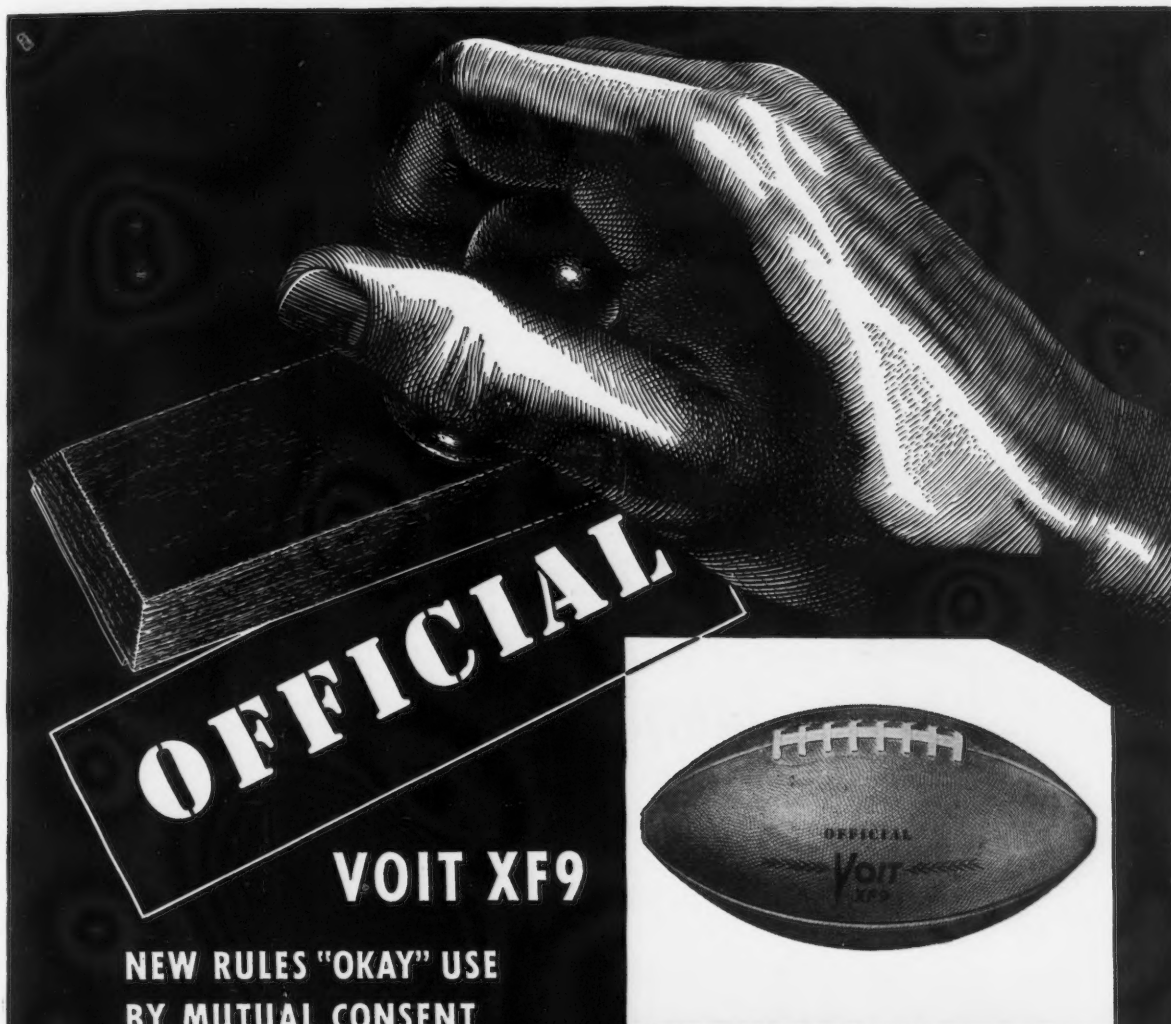
The No. 1378A AO Color Perception Test is a simple, effective and accurate screening test for determining red-green color perception deficiency. It carries the approval of the Inter-Society Color Council and is used extensively by the Armed Forces, in industry, and in education. The test, consisting of 18 carefully designed charts and directions for use, complete in ring binder, is easily and quickly administered.

You may obtain complete information about this important test at AO Branch Offices located in all principal cities.

Price \$12.00

American  Optical

INSTRUMENT DIVISION • BUFFALO 15, NEW YORK



NEW RULES "OKAY" USE BY MUTUAL CONSENT



Yes, you read it correctly! Under new rules adopted in January, 1952, the Voit XF9 rubber-covered football is now "official" for college or jr. college game play (by mutual consent of competing teams) and is sanctioned for high schools (by mutual consent or by league adoption).

In 1951 over 1500 high school, jr. college, and college league games were played with the Voit XF9—for example, the Georgia Tech-L.S.U. Game, the Jr. Rose Bowl Game and the Hawaiian Hula Bowl Game.

Some schools, however, previously were not permitted use of the ball because it had not been approved by their leagues or by the national rules committees. Now, all schools throughout the country can legally use the Voit XF9—the ball that plays dry in wet weather, that kicks, passes and handles perfectly and yet lasts up to six times longer than old-fashioned balls.

As a result of this new ruling, schools can now reduce their budgets for footballs—expand their budgets for protective equipment and other sports—and still play better ball!

We are proud of the new Voit XF9 rubber-covered football. The first football, other than leather, to be acclaimed "official" since 1869 when the game began.



Rule 1, Section 3, Article 1, 1952 N.C.A.A. Official Football Rules.
Rule 1, Section 3, Article 1, 1952 National Federation of State High School Athletic Associations Football Rules.

VOIT®

NEW YORK 10, CHICAGO 10, LOS ANGELES 11

America's Finest Athletic Equipment



Join Kellogg's Early Bird Breakfast Game

Colorful poster 15" x 18 1/2" for team scores

Prize button for winners

Game works wonders in teaching better breakfasts

Teachers are so delighted with the practical results of the Early Bird Breakfast Game, they're using it for the third year! Pupils eat and work better. Parents express their warm appreciation.

This Kellogg game makes it *fun* for children to eat better breakfasts. It's the *pleasant* way to help them form good eating habits at an early age. And it helps mothers realize how essential a good breakfast is to working ability at school. You'll be happy with results in *your* grade.

Fruit, cereal and milk, bread and butter—that's the approved minimum breakfast used in Kellogg's Early Bird Breakfast Game. To tempt young appetites, Kellogg's offers 10 crisp, ready-to-eat cereals. All either are made of the whole grain or are restored to whole grain values of thiamine, niacin, iron.

Kellogg's of Battle Creek, Michigan

3-WEEK GAME*

You divide class into 4 teams: Robins, Blue Birds, Cardinals, Orioles. Each pupil gets score folder which tells better breakfast story, has room for daily check of breakfast foods eaten. Grade folders weekly, post team scores on wall poster. All winning team members get colorful **EARLY BIRD BUTTON**. All who have perfect scores get **EARLY BIRD SEAL!**

***KELLOGG'S SENDS YOU FREE**—Attractive score folders, wall poster, prize buttons, seals, instructions for game. Write number of pupils, with your name, school and address, to Kellogg Co., CSJ 352, Home Economics Services, Battle Creek, Mich. Please state whether you have used game before. Your comments welcomed!

Score card for pupils

PERFECT SCORE

Prize button for winners

Prize button for winners

KELLOGG'S CORN FLAKES • ALL-BRAN • PEP • RAISIN BRAN FLAKES • SUGAR CORN POPS
40% BRAN FLAKES • SHREDDED WHEAT • KRUMBLES • RICE KRISPIES • CORN SOYA

New Books

(Continued from page 36A)

Horse on a Houseboat

By Laura Bannon. Cloth, 95 pp., \$2.50. Albert Whitman & Co., Chicago 6, Ill.

Children will greatly enjoy this slightly fantastic story of an ex-circus horse which came into a family that lived on a Pacific Coast houseboat. The story for 10- to 12-year-old children is told with humor.

Retail Merchandizing

By R. G. Walters, John W. Wingate, & J. D. Weiner. Cloth, 566 pp. South-Western Publishing Co., Cincinnati, Ohio.

This is the fourth edition of a book which has been on the market for more than a decade and which provides vocational students with up-to-date information on the fundamental principles and practices of retail selling. The book has the point of view of merchandising in which there is strong emphasis on honesty and fairness and a complete acceptance of the principle that a sale is not a good one unless there is economic balance and the purchaser enjoys the satisfaction of an article suited to his needs, at a reasonable price. The book includes complete information on the general principles of setting up a retail store, of controlling the buying and selling, of engaging in advertising, sales promotion, and of making sales.

Patterns in the Sky

By W. Maxwell Reed. Cloth, 125 pp., \$2.50. William Morrow & Co., Inc., New York, N. Y.

Children and their elders will find in this well-illustrated and carefully written book answers to endless questions about the universe of the stars. As the author says, the book gives only a few glimpses of the widely known constellations, their location, and the origin of their names in ancient times.

Subsidies for Farmers

Compiled by Robert E. Summers. Cloth, 208 pp., \$1.75. H. W. Wilson Co., New York 52, N. Y.

The best present-day thinking, pro and con, on the sore problem of subsidies as a means of balancing our agricultural economy.

Scouting for Washington

By Lois Donaldson. Cloth, 64 pp., \$1.50. Albert Whitman & Co., Chicago 6, Ill.

This is the exciting story of two young military scouts used by Washington in some of the most important campaigns of the Revolution. Both boys and girls of ages 10 to 13 will enjoy the book. They will be thrilled to read of the risks which these boys ran and of their final participation in the victory of the Colonial Army.

Time for Poetry

By M. H. Arbuthnot. Cloth, \$2.20. Scott, Foresman & Co., Chicago, Ill.

This anthology is intended for teachers and is particularly adapted to help teachers find poems to read in connection with literary classes in the upper grades and the junior high school. Much of the material is recent and humor is strongly emphasized.

Mass for the Dead

By G. Prado and Carlo Rossini. Paper, 20 pp., \$1. J. Fischer & Bro., New York, N. Y.

This book includes the *Missa Pro Defunctis* in the short version. The music is taken mostly from French, Italian, and Spanish versions of the twelfth and thirteenth centuries, and is rearranged here for alto or bass voices. Included in the book are the chants for the burial service and the Proper of the Votive Mass for the burial of infants.

(Concluded on page 39A)

The Choice of More Than 400 Catholic Schools

ALGEBRA IN EASY STEPS

Enlarged Edition
STEIN

The popularity of this first year algebra text among Catholic schools throughout the country continues to grow. Here are some of the reasons:

1. Organization. Each Exercise in the book begins with the Aim, the Procedure to be followed, and completely worked-out Sample Solutions. Following this developmental material come Diagnostic Tests to check the student's understanding and mastery of the subject matter and, keyed to them, sets of Related Practice Examples.

2. Individualized Assignments. Because each set of Related Practice Examples is keyed directly to a specific example in the Diagnostic Test, completely individualized assignments are possible. The student who misses examples 3 and 8 of the Diagnostic Test is directed to sets 3 and 8 of the Related Practice Examples. He practices what he cannot do—he studies what he has not mastered. No one need waste time mechanically working examples that he already knows how to do.

3. Carefully Graded Practice Material. There are almost 17,000 examples in the Enlarged Edition. Even more valuable than their number is their careful gradation, with none perceptibly more difficult than the preceding one but each one leading the student, step by step, to think clearly and building up the necessary algebraic concepts.

4. Complete Testing Program. Arithmetic maintenance drills occur throughout the book. At unit ends there is a test on the unit, a cumulative maintenance review, and a keyed achievement test. At the end of the book there is a final comprehensive review.

D. VAN NOSTRAND COMPANY, INC.

250 Fourth Avenue New York 3

New Books

(Concluded from page 38A) *

Homes With Character

By Hazel Thompson Craig and Oida Day Rush. Cloth, 351 pp., \$3.60. D. C. Heath & Co., Boston, Mass.

This book is a carefully organized presentation of present-day planning, financing, construction, and furnishing of homes. The treatment is rather inclusive and distinctly modern. A final section is devoted to the consumer problems of buying for the home and of carrying on a program of maintenance and continued improvement of the house and its contents. The principles of general home needs are all presented, but the student is inevitably led to consider his own home situation and to look thoughtfully for solutions to the problems presented. While the element of good taste is emphasized throughout, the author does not forget that the funds of the vast majority of families are strictly limited and that, therefore, economy must be exercised in order to achieve continued satisfaction. There is strong emphasis also in the book on such elements as safety, health, and building into the house provisions for the wise use of leisure and the development of a well balanced culture.

Servite Domino

By Rev. Carlo Rossini. Paper, 41 pp., \$2. J. Fischer & Bro., New York, N. Y.

This book contains 16 motets and hymns for religious reception, investiture, and also for the ordination or jubilee of priests. The music is written for two equal voices, with organ.

Processionals and Recessionals for the Year

By A. Edmonds Tozer. Paper, 30 pp., 40 cents. J. Fischer & Bro., New York, N. Y.

These hymns, in unison or four parts, are intended to provide music for all of the chief feasts and seasons of the Church year.

Forty Steps to Easter

By Very Rev. Msgr. Aloysius F. Coogan. Cloth, 141 pp., \$2.50. The Bruce Publishing Co., Milwaukee 1, Wis.

In an informal style, with popular appeal to both religious and laity, Msgr. Coogan gives us "Forty Steps"—forty readings, solid and substantial in content—giving the reader a suggested formula for a glorious Easter through a fervent lent. The timeliness of these forty thought pieces is evidenced by chapters on: Unheralded Saints, Where Find Peace?, Doers and Hearers, The Case for Chastity, and Think and Pray. Pertinent readings are so pointed that they fall on particular feast days, and each reading ends with a prayer, usually taken from the Mass of the Day. The mind recollects, through this book, that "heaven is our home and earth only our probation; therefore we must live as though we believed each day to be an Ash Wednesday."

Public School Finance

By Paul R. Mort and Walter C. Reusser. Cloth, 661 pp., \$6. McGraw-Hill Book Co., Inc., New York, N. Y.

The second edition of a work first issued in 1941 and revised further to include recent changes in state laws and local financial setups. The viewpoint is strongly idealistic and there is heavy emphasis on independence of educational organizations and security of school income.

Letters of Saint Athanasius Concerning the Holy Spirit

Translated by C. R. B. Shapland. Cloth, 204 pp., \$6. Philosophical Library, New York 16, N. Y.

This is the work of a well-known Episcopalian scholar of early Church history.

Start this Lent with the daily missal that makes it easy to pray the Mass!

SAINT ANDREW DAILY MISSAL

By Dom Gaspar Lefebvre, O.S.B.



Effectively illustrated, attractively printed and bound, accurately translated from the Latin, this is the missal which is your tool to use in helping your students understand the Mass and share more fully its treasures.

The ideal "textbook" that teaches your young folks to understand and take a more active part in the Holy Sacrifice, this is the missal you can use for instructing them on the meaning of Lent and all the Church feasts and seasons. Anyone can learn to use it, because the arrangement is purposely simple and easy to follow, with very little paging around.

Large, very readable type makes the fluent translation into English a pleasure to read. There are comprehensive annotations on the Mass... 53 notes explaining concisely and accurately the reasons for the various actions in the Mass, and brief synopses of the lives of saints on their feast days. Beautifully illustrated by Speybrouck, one of the great religious artists of our time.

The Saint Andrew Daily Missal is truly an inspiration for Christian living centered on this greatest prayer!

Form lifetime habits of participation in your boys and girls so that they will offer Mass with the priest rather than feel like mere spectators at the great act of corporate worship... place a guiding St. Andrew Daily Missal in their hands.

RETAIL PRICES OF THE REVISED EDITION:

0-R — Black skiver grained imitation leather, red edges....\$3.75	5½-R — Genuine morocco, pearl grain. Burnished red edges.....\$10.00
1-R — Imitation leather, dull finish, Colonial grain. Burnished red edges.....\$6.25	5-R — Genuine morocco, pearl grain. Red under gold edges.....\$11.00
1½-R — Imitation leather, dull finish, Colonial grain. Red under gold edges.....\$7.00	5-HR — Genuine morocco, pin grain, leather lined. Very flexible. Red under gold edges.....\$13.50
2-R — Genuine leather, levant grain. Red under gold edges.....\$9.50	6-HR — Genuine morocco, pearl grain, leather lined. Very flexible. Red under gold edges. Colors: Red, blue, green, brown.....\$16.00

Four-Volume

SAINT ANDREW DAILY MISSAL

• Convenient • Complete

Available in 5 bindings and prices, from \$5.50 to \$24.00 a set

Discounts to Clergy and Religious

Write for free 12-page illustrated Brochure No. 52CSJ3 giving complete descriptions and details about the St. Andrew Daily Missal.

Available at your favorite Catholic book store or from:

THE
E. M. LOHMANN
COMPANY

413-415-471 Sibley Street
St. Paul 1, Minnesota



Practical Aids for the Teacher

(Continued from page 101)

Writing Readable Editorials

*Sister M. Tullia, Fel.O.S.F.**

Do students read the editorials in your school paper?

If not, evidently there is something wrong — with the editorials. The staff will wish to do some deep thinking on this subject if the

paper is to hold an influential position in the school.

First of all, what is an editorial? It is not a news article, although nine times out of ten it will be "pegged" on some news event, recent or past. Neither is it merely an interpretative report, although some interpretation will be given in most editorials. It isn't a feature or human-interest story, even though occasionally an editorial may entertain, and it always must be of interest to the readers.

An editorial is a piece of practical advice

in writing. After careful study and discussion the editors of the paper are convinced that such and such a school policy or student activity is good or evil for the students. By means of the editorial form they will try to persuade the readers to do the good or to avoid the evil. They do not attempt to make a full decision for students. They act rather as good-willed counselors who are in the position to know the situation better and who wish to promote the good of the student body.

Topics Are Numerous

One of the great bugaboos of a high school editor is the apparent lack of suitable topics for editorials. "What should we tell them now?" he asks in bewilderment after the third or fourth issue goes off the press. He should ask, "What problems are bothering the students now? Are they doing anything that isn't good for them? Or are they neglecting something that would be of benefit?" Answering these questions, the editor will find himself with more topics than he can use for one issue.

Generally the topics will fall under one of the following three heads: (1) school policies and activities, (2) personal development of the student, (3) local, national, and international events as affecting the students.

Topics from the first group should be given most consideration by the editors because scholastic achievements and policies are most closely connected with the aims of the paper which is a representative of the school.

A number of editorials suggest themselves under this heading: true scholarship, interest in class discussions, care and punctuality in performing assignments, efforts to make the honor roll, attendance, attitude toward teachers, respect for authority, use of the study period taking advantage of library facilities, cramming for exams, cheating, care of school property, planning one's curriculum toward a college education, observance of school rules such as silence in the hallways, use of laboratory equipment, studying beyond the necessary minimum.

Also in the same group but of secondary importance are editorials dealing with extra-curricular activities, such as: co-operation in club activities, good sportsmanship during a game, sportsmanship after a defeat, campaigning for club or class officers, cheering at games, conduct in the school cafeteria or recreation room, conscientious performance of safety boy duties, co-operation in school drives, attendance at club meetings.

Editorials under the heading of "personal development" deal with the physical, social, moral, and spiritual progress of the student as an individual. The paper can discuss such problems as: the hazard of bicycle riding on the playground, cleanliness and grooming, little courtesy habits, proper dress for school, gossip, excessive borrowing of school articles, smoking, drinking, staying out late, conduct at neighborhood motion pictures or at school performances, conduct at social activities, decency in gowns, attitude toward students of a different race, daily Communion, fre-

(Continued on page 42A)

"Teachers USE the Keystone Tachistoscope"

Quoting from the recent survey of visual aid equipment in U. S. schools: "Impressive as is the total of schools owning Keystone Tachistoscopes, even more striking is the number actually USING them."

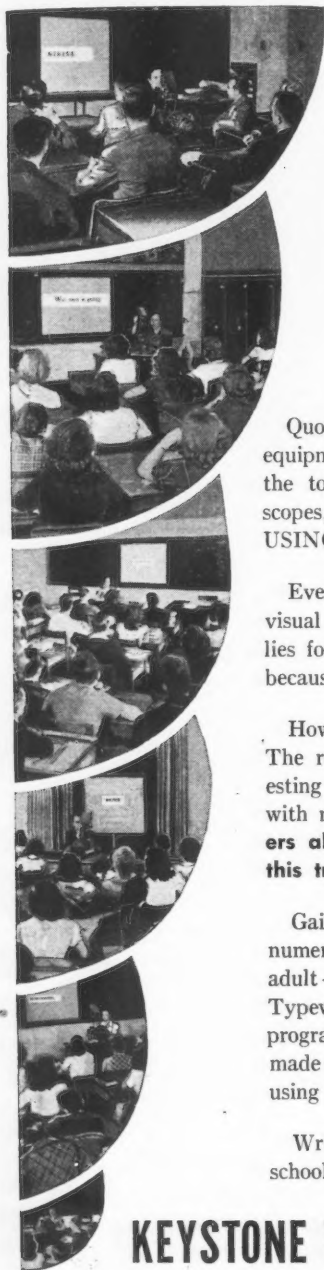
Every educator knows that there are more visual aids bought than used. Much equipment lies forgotten on the shelf, covered with dust . . . because the expected results did not materialize.

How different with the Keystone Tachistoscope! The results are so immediate — the use so interesting — the time involved so small in comparison with results achieved — that **students and teachers alike enthusiastically favor continuation of this training.**

Gains exceeding 50% have been reported by numerous classes, ranging from elementary to adult — in Reading Skills, Spelling, Arithmetic, Typewriting, Art and Music. Practical daily programs, based on classroom experience, have made possible the immediate success of teachers using the tachistoscope for the first time.

Write for *Reports of Results* being attained by schools using the Keystone Tachistoscope.

KEYSTONE VIEW CO., Meadville, Pa.





Quicker response is a plus feature of every Honeywell Control!

CONSTANTLY COMFORTABLE CLASSROOMS—a “must” in today’s modern schools—call for a system of fast-acting, precision controls. Such controls can best be provided by Honeywell—where each control is precisely constructed to give *fast response*—the all-important feature that makes one control system more efficient than another.

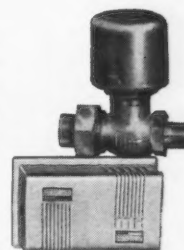
Today, in hundreds of schools, Honeywell systems are providing the level temperatures, adequate fresh air and proper humidity so essential for student alertness. And in these schools, *Honeywell Controls have been proven to be more accurate, more dependable!*

Whatever your requirements—electronic, electric or pneumatic controls for heating, ventilating, hot water, and refrigeration equipment—Honeywell can meet them—and also offer you the valuable technical advice and service of experienced staffs, located in 91 key city offices from coast to coast.

So, whether you’re modernizing or building a new school, call Honeywell. Or, for a copy of the booklet, “Honeywell Control Systems for the Modern School,” write Honeywell, Dept. CJ-3-58, Minneapolis 8, Minn.

Prevents wasteful overheating

For accurate, precision control of pneumatic systems, this team—Honeywell’s “midget” radiator valve and Grad-U-Stat—is hard to beat. The fast, modulating action of the valve and the extra sensitivity of the thermostat prevent temperature “lags”—often the cause of wasteful overheating. And the “midget” valve, being only *one-fourth* the size of conventional valves, allows more effective use of space in locating radiators or convectors.



MINNEAPOLIS
Honeywell



First in Controls

WRITING EDITORIALS

(Continued from page 40A)

quent visits to the school chapel or nearby church, reciting the Rosary of reparation, choosing a state of life, support of the missions, use of a missal at Mass, attending special services, devotion to Mary.

The third group includes editorials on current events and problems outside the school in so far as they affect the students in their actions or in their thoughts. A few suggestions might be: public transportation for students of Catholic schools, barring of Negroes from a local swimming pool, obeying traffic ordinances, March of Dimes campaign, is mercy killing lawful, should the United

States have a representative at the Vatican, the importance of the prayer room in the new United Nations building.

To the above three groups we may add special editorials interpreting Church feast days or legal holidays, as: Christmas, Easter, Thanksgiving Day, Memorial Day; or birth-days of great men, as Washington or Lincoln, or of saints, as St. Thomas Aquinas or St. Francis of Assisi; or special week observances, as book week, library week, brotherhood week.

Spice of Variety

Once the topics are chosen, the next big question is "How should editorials be written?" The general structure of an editorial

is the same as that of any good composition or class theme. It works within the common framework of an introduction, a body, and a conclusion. Variations occur with varying topics selected, with varying results expected, and with varying types of approaches used. For practical purposes we can arbitrarily classify these variations into five general types: persuasive, interpretative, commendatory, entertaining, and editorial shorts. These types can cross and combine in one editorial, but generally one approach is dominant.

If the school paper intends to move the students to do some good action or avoid an evil one, a persuasive editorial will be most appropriate. For this purpose, the introduction consists in the presentation of a definite stand on the problem. The body of the editorial gives arguments and evidence to support the stand. The article ends with a strong emotional appeal urging readers to follow the advice given.

An interpretative approach is used when a problem or event affecting students needs a deeper understanding or appreciation. Editorials on feasts, national holidays, great men, some current events will be of this type. The purpose here is to throw light on the meaning or implications of these events. It goes further than an interpretative news report which merely presents the background information. The interpretative editorial draws from this information some implications affecting the students' lives. A common procedure in this type is to present the event in the opening paragraph, build up its meaning in the body, and lead to a conclusion in the final sentences.

Commendatory editorials are those recognizing some outstanding achievement accomplished by students, faculty members, visiting lecturers, or maintenance personnel. Appreciation for some donations or contributions or entertainment may be expressed in such an editorial.

Older Than the Hills

Occasionally humor may be injected into the editorial column by an entertaining approach or feature subject. The weather or campus incidents can provide both merriment and common sense counsel. The fifth type, the editorial shorts or liners, are brief one- or two-sentence observations on current events, school life, or students' worries.

With this variety of editorial treatment, no school paper need tolerate a dull editorial page. One issue, for instance, can contain a persuasive editorial, an interpretative editorial, and a choice of the last three kinds. We must remember, however, that the proper function of an editorial is to move readers. The persuasive editorial, then, is the most important and most representative type and should always be given priority over the others.

Why, Why, Why?

In the very task of composing the editorial, the writer must concentrate on presenting

(Continued on page 44A)

The dry paint you use dry...

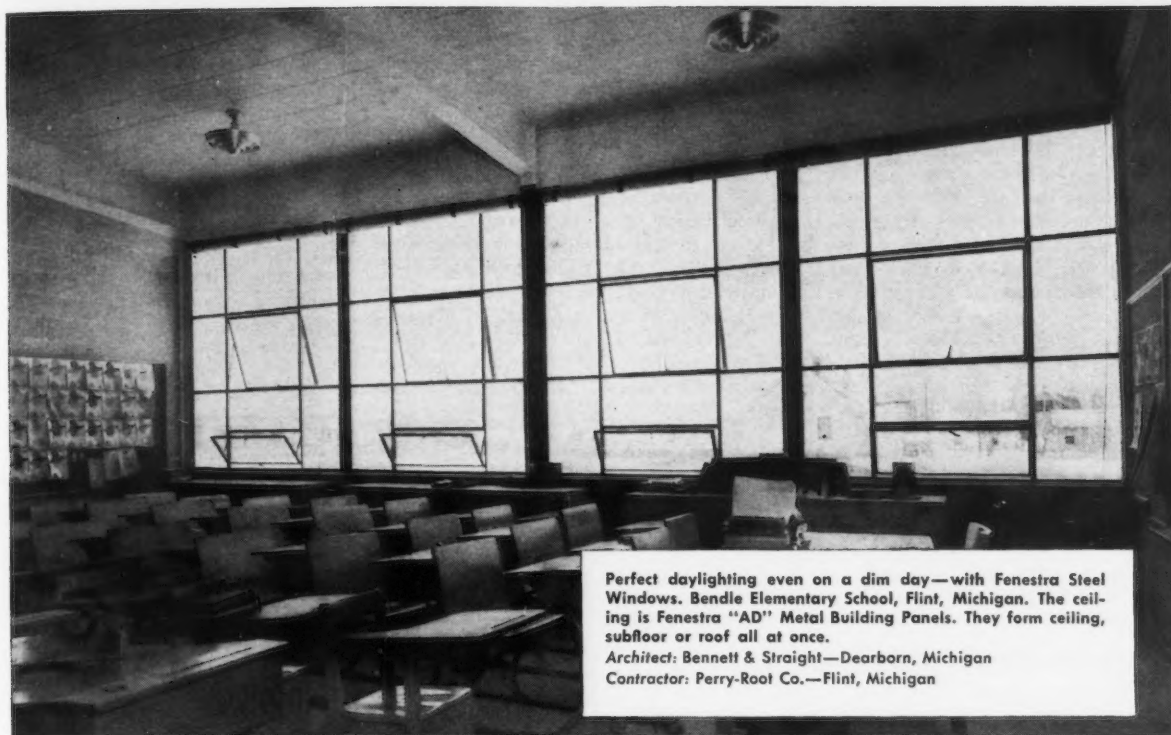
ARTISTA[®] FRESCOL



Frescol is a unique medium, a dry color in compact form that is wiped on with a dry, patented felt-tipped brush, which produces thin as well as broad strokes, and builds up tones to any desired depth. Children of all ages find it delightful, especially since mistakes are easily erased with art gum or a kneaded eraser. Available in boxes of 5 and 8 colors.

BINNEY & SMITH CO., 41 East 42nd Street, New York 17, N. Y.





Perfect daylighting even on a dim day—with Fenestra Steel Windows. Bendle Elementary School, Flint, Michigan. The ceiling is Fenestra "AD" Metal Building Panels. They form ceiling, subfloor or roof all at once.

Architect: Bennett & Straight—Dearborn, Michigan
Contractor: Perry-Root Co.—Flint, Michigan

How The FENESTRA Daylighting System Develops Good Learning Environment

For good daylighting, you first need to *bring an abundance of daylight into the room*. You may control the intake of light with simple shades—to give your students the amount of light they need for the specific job they are doing. Light-reflective room surfaces will spread the light evenly throughout the room.

Two years of research, by Professor R. L. Biese, Jr., Lighting Expert, and his staff at Southern Methodist University, conclusively proves that proper correlation of Fenestra* Steel Windows, controls, decoration and seating provides excellent *economical* daylighting.

For the best daylighting, an environment of comfort and alertness and brightness—you need a ceiling-high, wall-to-wall, bank of slim-lined, *economical* Fenestra Intermediate Steel Windows. They don't shut out the light . . . they bring it in. Even on dim days daylight fills

the room. (As you can see from the picture above.) And they don't give students a closed-in, trapped feeling—they give you a wide-open view.

Fenestra Windows give you more glass area, more daylight, more view than most windows because frames are especially designed to be strong without being bulky. You get controlled fresh air through protecting vents . . . even when rain is pouring down! You get economical upkeep because Fenestra Windows are washed and screened from *inside*. And they are available Super Hot-Dip Galvanized to eliminate any need for maintenance-painting.

Fenestra Windows are the mark of a *modern* school. The mark of a school that *children like*. For full information call the Fenestra Representative. Mail the coupon for your free copy of the easy-to-read Daylighting Book based on Professor Biese's research.

WINDOWS THAT OPEN YOUR
SCHOOL TO DAYLIGHT...

Fenestra

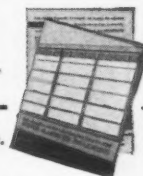
FREE AUTHORITATIVE BOOKS . . .

Dept. CJ-3, 2275 E. Grand Blvd., Detroit 11, Mich.
Detroit Steel Products Company

Please send me: ☐ Better Classroom Daylighting
☐ Fenestra Hot-Dip Galvanizing

Name _____

Address _____



WRITING EDITORIALS

(Continued from page 42A)

sound, clear, forceful reasons to back his advice. Emotional appeal should act only as an aid to evoke quicker response. Good reasoning, however, does not mean a heavy and preachy style. In fact, the most effective editorials are those that are brisk, racy, and down-to-earth. Concrete examples rather than general terms should be used. Good, healthy, and crisp American English is much more effective than the flowery, literary style of Victorian England. This does not mean that slang or colloquialisms or ungrammatical forms are to be permitted except where they naturally occur as part of the narration.

The length of the entire editorial will depend on the topic and its importance to the readers. Generally the high school paper editorial should not exceed 250 words.

Can You Teach?

The final touch to a good editorial is an attention-getting title. Editorial headlines need not be full sentences like the news headlines. Yet they should also avoid being mere labels. An editorial stands little chance of being read if titled, say, "On Studying," "A Good Baseball Game," "Rosary of Reparation," "The First Christmas." What a different response is evoked by such heads as these: "Wanted — a Student," "It May Mean You,"

"Are You a Five-Per Center?" "And They Call This Mercy . . ." The idea is to strike an interesting and provocative head without swinging over to the sensational and irrelevant.

A final practical question for the staff is, "Who should write the editorials?" One intelligent and successful way of solving this problem is by means of an editorial board. This board consists of an editorial director, generally the editor-in-chief on small staffs, plus two or three other editorial writers. Each month these members meet to decide on the editorials for the next issue of the paper. The guiding question in the selection of topics should be as indicated before, "With what problems or events are the students confronted at present — problems which we can help to solve or events which we can interpret?"

Significant Co-operation

After choosing two or three topics, the director assigns one to each writer. The board discusses one topic after the other, deciding on what stand should be taken, where authentic information can be gathered, what approach should be used, what result should be expected. The student assigned to the particular editorial takes notes on his topic to guide him in his research and writing of the editorial.

About a week later, the editorial writers meet again to read their articles before the entire board. The members then comment, criticize, evaluate the editorial, and suggest changes or approve it as written. A day or two more are allowed for making the suggested improvements.

It may be well for the adviser to be present at the first few meetings until the members of the editorial board are certain of the procedure and are well acquainted with the policies of the school. Occasionally some other students or faculty members may be invited to provide information on topics with which the editorial writers are not too familiar.

The use of a definite procedure combined with a wise selection of editorial topics, clear reasoning, a brisk style, and a capturing head should result in greater reader interest. Greater reader interest will mean greater possibility for influence. And to be a power for good is the privilege and duty of every school paper.

SAVINGS in the making



This picture might have been taken in a washroom in *your* school. Wherever it was, you may be sure of this: The boy won't waste MOSINEE towels from this SENTINEL cabinet. From other cabinets, it's so easy to snap extra towels that he might pull two or three . . . but he won't make the slight extra effort it takes to get even a second towel from the Sentinel. So he uses just one . . . it's enough! With this "control," many schools use 25% to 50% fewer towels.

BAY WEST PAPER CO., GREEN BAY, WIS.

A Division of Mosinee Paper Mills Co.

Member of National School Service Institute



MOSINEE

Sulphate Towels

PREP-TOWLS • ZIP-TOWLS • TRIM-TOWLS • TURN-TOWLS • ROLTOWLS • BATH-TOWLS



— G. C. Harmon



Installation of Insulux 12-inch (463) and 8-inch (363) blocks at the Daylighting Laboratory, Engineering Research Institute, University of Michigan, Ann Arbor, Michigan. Choose the scale you prefer, or combine both sizes.

Now Insulux gives you a choice of light-controlling blocks in 12-inch and 8-inch sizes— **READY FOR IMMEDIATE DELIVERY**

USE the new Insulux 12-inch light-controlling blocks to create an entirely new scale in glass block panels . . . Or, combine with the 8-inch size for interesting formal or abstract design. While the 12-inch size transmits more light than the 8-inch, the brightness of the faces are visually equal.

These new 12-inch Insulux Glass Blocks are available in light-directing design No. 463 (for use above eye-level) and the light-diffusing design No. 465 (for use below eye-level). The addition of the 12-inch sizes gives the

architect four Insulux light-controlling blocks for the solution of every daylighting problem. *And all four are in production and ready for immediate delivery.* They've been installed and proved in service.

12-inch Insulux blocks use less mortar, have more light-controlling glass surface. Faster laying results in real erection economies. And, like the 8-inch size, they have an exclusive azimuth-correcting design that helps light the far corners of a room. Easy-cleaning face finish and gold-stripe installation guide marks are

features of all Insulux light-controlling glass blocks.

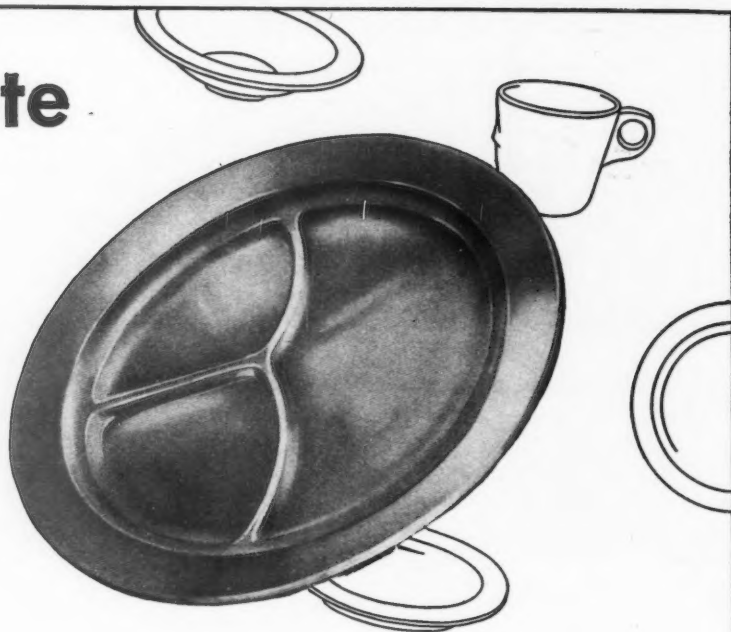
All Insulux Glass Blocks® provide better insulation, longer life and lower maintenance than any other fenestration material.

Make sure the buildings you design have the long-lasting advantages of an Insulux Fenestration System installed on Daylight Engineering principles. For more information, write American Structural Products Company, Dept. CS-3, Box 1035, Toledo 1, Ohio. *Subsidiary of Owens-Illinois Glass Company.*

INSULUX FENESTRATION SYSTEMS
— by the leaders of Daylight Engineering

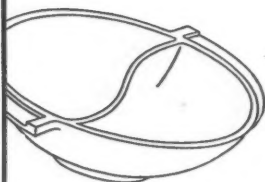
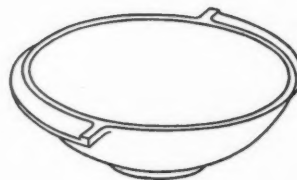


A Complete Line ... without a Break



Mix or Match:

POWDER BLUE
GOLDEN YELLOW
SEA FOAM GREEN
TAWNY BUFF
STONE GRAY
FOREST GREEN
CRANBERRY RED



Not just a few pieces, but a *complete line* of dinnerware that is practically unbreakable. It's yours when you specify **BOONTONWARE**.

Twenty-three items right now, and more to come. Every piece a fashioning of Melmac® at its finest . . . in style, weight, and durability.

And seven handsome colors to consider in building or accenting your decorations.

When you make the all-important dinnerware decision, choose a *complete line*.

Go all the way with **BOONTONWARE**, the Melmac line that has a piece for every food service need.

See your regular Supply House or write to us for the name of your nearest Dealer.



Boontonware complies with CS 173-50, the heavy-duty melamine dinnerware specification as developed by the trade and issued by U. S. Department of Commerce, and conforms with the simplified practice recommendations of the American Hospital Association.

Boontonware
fine dinnerware fashioned of **MELMAC®**

BOONTON MOLDING COMPANY, Boonton, New Jersey

A Quiz on the Saints

*Sister M. Wilfrid, O.S.F.**

1. What saint lost his faith through over-ambition, and later on regained it, and became a bishop? St. Augustine, Aug. 28.
2. What saint was visited by the Child Jesus during his prayers? St. Anthony, June 13.
3. What saint brought her assailant back to life by her intercession? St. Agnes, Jan. 21.
4. What saint blessed his bowl of food, and discovered before tasting it that it was poisoned? St. Benedict, Mar. 21.
5. What saint had her body infected with worms, and gave one to a Bishop only under condition that he return it? St. Bona, Apr. 24.
6. What saint was the first to meet the Blessed Virgin Mary at Lourdes? St. Bernadette, Apr. 16.
7. What saint was executed by her own father because she became a pronounced Christian? St. Barbara, Dec. 4.
8. What saint won her husband to the faith because her prayers were answered that he win a battle? St. Clotildis, June 3.
9. What saint placed the Blessed Sacrament over the convent gate and defended her community against intruders? St. Clare, Aug. 12.
10. What saint and Sister worked in New York and Colorado, begging for alms for orphans? St. Mother Cabrini, Dec. 22.
11. What giant saint is called the patron of travelers? St. Christopher, July 25.
12. What saint established devotions to the Rosary? St. Dominic, Aug. 4.
13. What masculine saint was a sweet singer, and composed the Books of Psalms? St. David, Dec. 29.
14. What saint converted the pagans who were sent to her to persuade her to renounce her faith? St. Dorothy, Feb. 6.
15. What saint ruled as a king with affection and justice? St. Edward, Oct. 13.
16. What saint had her apronful of bread converted into roses? St. Elizabeth of Hungary, Nov. 19.
17. What saint was converted by her own slaves? St. Eugenia, Dec. 25.
18. To what saint is attributed the right of consecrating oils on Holy Thursday? St. Fabian, Jan. 20.
19. What saint built the first crib? St. Francis Assisi, Oct. 4.
20. What saint is known as the Apostle of the Indians? St. Francis Xavier, Dec. 3.
21. What saint feared the curse of a woman more than an army of Moors? St. Ferdinand, May 30.
22. What saint boldly rode his horse and boldly tore down the imperial edict of persecution? St. George, Apr. 23.
23. What saint converted his own home into a monastery? St. Gregory the Great, Mar. 12.
24. What saint found the true Cross and built a church there? St. Helena, Aug. 18.
25. What saint entered a convent and lived

in obedience to her own daughter? St. Hedwig, Oct. 17.

26. What saint is known as patron of farmers? St. Isidore, Mar. 22.

27. What tiny saint is called the patron of First Communicants? St. Imelda, Sept. 16.

28. What saint died as a martyr and each year the liquidation of his blood occurs when the vial of his blood is brought near to the martyr's head? St. Januarius, Sept. 19.

29. What saint mastered 12 languages for his work in the confessional? Later on he was killed because he would not reveal the secrets of the confessional? St. John Nepomucene, May 16.

30. What saint had her hair torn from her

head and was hanged on a cross until she expired because she refused to give homage to false gods? St. Julia, May 23.

31. What Indian maid was called the Lily of the Mohawks and was the first of her tribe to vow virginity? Kateri Tekakwitha.

32. What saint was visited by St. Agnes who assured her of her own mother's cure? St. Lucy, Dec. 13.

33. What saint and Capuchin led the soldiers to victory over the Turks? St. Lorenzo, July 6.

34. What saint divided his rich cloak with a poor beggar? St. Martin of Tours, Nov. 11.

35. What saint received Jesus into her home

(Continued on page 48A)



FOR

Mercy Hospital,
Dyer, Indiana

Service

THAT PLEASES

In nearly seven decades of specialized service to those who serve many people each day, we have learned much about blending teas that please. The country's leading hospitals serve Sherman Blend exquisite tea to cheer the sick and stimulate the convalescent appetite. Clubs, hotels, restaurants know that this luxury beverage at an economy price will flatter the taste of the most fastidious patron. For less than

three-tenths of a cent per cup more, you can have this insurance of guest satisfaction.

JOHN SEXTON & CO., CHICAGO, 1952

Sexton
Quality Foods

*303 South Third St., Sterling, Colo.

The Greatest Names in Arithmetic!

BRUECKNER • MERTON • GROSSNICKLE

again combine to give you America's newest and finest series of Arithmetic textbooks . . . Here they are—the "All New" 1952 WINSTON ARITHMETICS!

DISCOVERING NUMBERS	Grade 3
LEARNING NUMBERS	Grade 4
EXPLORING NUMBERS	Grade 5
UNDERSTANDING NUMBERS	Grade 6
THINKING WITH NUMBERS	Grade 7
KNOWING ABOUT NUMBERS	Grade 8

By integrating the use of manipulative and visual aids with textbook instruction, this new WINSTON Series features the "Big 3" of a meaningful program:

SEEING — DOING — UNDERSTANDING — ARITHMETIC!

- ✓ Where others *illustrate*, WINSTON visualizes Arithmetic.
- ✓ Where others feature formal presentations of abstractions, WINSTON features *Pupil Discovery* of number concepts.

"Let's teach Arithmetic in such a way that the learner sees sense in what he does"—This is the slogan for WINSTON'S "All New" 1952 Arithmetics.

THE JOHN C. WINSTON COMPANY

1010 Arch Street

Philadelphia 7, Pennsylvania

Griggs

Modern School Seating

Griggs Airliner tubular furniture is modern, practical, durable and comfortable. Made in 4 sizes for all ages from kindergarten through college.



Griggs tubular furniture is available in a choice of five attractive colors on the metal frames. The book box affords a large storage space for books and materials. The superior design, materials and construction assures a lifetime of hard service.

Request Griggs Seating Catalog and the name of our Dealer near you!

**GRIGGS
EQUIPMENT
COMPANY**

★
*Manufacturers of School,
Church and Theatre Seating*
BELTON, TEXAS

A QUIZ ON THE SAINTS

(Continued from page 47A)

and prepared a meal for Him and her sister? St. Martha, July 27.

36. What saint led a life of penance for her sins, and wiped the feet of Jesus with her hair? St. M. Magdalen, July 22.

37. What saint was dubious about the Messiah and said, "Can anything good come from Nazareth?" St. Nathaniel, Aug. 24.

38. What saint founded an order of priests and revived devotion to the Blessed Sacrament? St. Norbert, June 6.

39. From what saint did the idea of a Santa Claus develop? St. Nicholas, Dec. 6.

40. What saint baptized more than 50,000 pagans while he himself was being hunted down and persecuted? St. Oliver, July 11.

41. What saint received her sight right after a bishop baptized her? St. Odilia, Dec. 13.

42. What saint was called the Apostle of the Negroes? St. Peter Claver, Sept. 9.

43. What saint was called the Apostle of Ireland although he himself was not Irish? St. Patrick, Mar. 17.

44. What saint, a mere youth, volunteered to carry the Blessed Sacrament to safety during a persecution? St. Pancratius, May 12.

45. What saint, an Egyptian lady, was tied to the tail of a horse and dragged through the streets because she would not deny Christ? St. Quinta, Feb. 8.

46. What saint entered a convent after her husband and two children died? St. Rita, May 22.

47. What American saint wore a crown of thorns? St. Rose of Lima, Aug. 30.

48. What saint did penance for twenty years on the summit of a pillar, three feet in diameter and sixty feet high? St. Simeon Stylites, Jan. 3.

49. What saint's body was made a target for the Roman archers? St. Sebastian, Jan. 20.

50. What saint composed the hymns used for our Benediction with the Blessed Sacrament? St. Thomas Aquinas, Mar. 7.

51. What saint was a Carmelite Sister who let fall a shower of roses after her death? St. Theresa, Oct. 3.

52. What saint told his executioners to spare his beard just before he was executed for correcting King Henry VIII? St. Thomas More, July 9.

53. What saint was placed in a ship with 80 priests and then burned to death? St. Urban, Sept. 5.

54. What saint is regarded as the patroness and model of teachers? St. Ursula, Oct. 21.

55. What saint settled the dispute about the date for Easter? St. Victor, July 28.

56. What masculine saint gave all that he had to the poor and the orphans? St. Vincent de Paul, July 19.

57. What saint used her scarf to wipe Christ's face, and the impression of His face was left upon it? St. Veronica, July 9.

(Continued on page 50A)



Benjamin Russell High School, Alexander City, Ala. Architects: Clyde C. Pearson and Farrow L. Tittle, Montgomery, Ala. Contractor: Jack White, Alexander City, Ala.

Adequate natural light and controllable natural ventilation mean more comfortable classrooms . . . more alert students. These are two of the reasons why the architects chose Lupton Architectural Projected Windows for this new southern school. Lupton windows of sturdy, long-lasting steel, open and close quickly and easily. Open-in ventilators at the bottom and open-out ventilators in the center offer controlled ventilation for all weather.

Deep section members provide strength . . . yet slender, trim lines offer minimum visual interference.

If you are looking for appearance . . . efficient operation . . . long life with low maintenance costs . . . then look to Lupton Metal Windows. Available from coast to coast in a wide range of styles and sizes Lupton Steel and Aluminum Windows are backed by forty years experience. For complete details, get in touch with the local Lupton Representative, or write for the General Catalog.

MICHAEL FLYNN MANUFACTURING COMPANY
700 East Godfrey Avenue, Philadelphia 24, Penna.

Members of the Metal Window Institute and Aluminum Window Manufacturer's Association

LUPTON

METAL WINDOWS

A QUIZ ON THE SAINTS

(Continued from page 48A)

58. What saint has oil flowing from her shrine at certain intervals? St. Walburga, May 1.

59. What saint was the father of St. John the Baptist? St. Zachary, Nov. 5.

60. What saint was a household drudge but was served by the angels who cared for her bread in the oven while she attended holy Mass? St. Zita, Apr. 27.

St. Teresa of Lisieux

*Sister M. Concepta, R.S.M.**

II. HER EARTHLY KING

One day while Theresa was swinging in the garden her father passed by. He called her and asked for a kiss. Contrary to her usual custom, she kept on swinging saying that he must come for it himself.

[Marie swings Theresa.]

FATHER: Come, little Queen, and give me a kiss.

*College of Misericordia, Dallas, Pa. P. J. Kenedy & Sons, publishers of the Autobiography of St. Teresa, have given Sister Concepta permission to dramatize and publish these scenes from the book. Nos. I-VI are for primary grades and VII-XII are for upper grades. I and VII appeared in THE CATHOLIC SCHOOL JOURNAL in Oct., 1951.

THERESA: You must come for it yourself, Papa.

MARIE: You naughty little girl. How could you answer Papa so rudely?

THERESA *[leaves swing]*: Papa, Papa, please wait. I'm sorry, honest I am.

FATHER: There little one *[kisses her]*, all forgiven.

THERESA: Thank you, Papa.

FATHER: Now what would you like today, Fairy Queen?

THERESA: A penny, Papa, please.

FATHER: And if I give you a penny, what will you do with it?

THERESA: I'll put it in the poor box for little children who have no papas and mammas.

FATHER: Well, here you are. *[Holds coin high and drops it into her hands.]*

THERESA: Oh, Papa, Papa, thank you. *[Kisses him again.]* Marie, Marie, look what Papa gave me.

MARIE: What did he give you, little one?

THERESA: He gave me a penny for the poor box. Isn't he the best papa in the world.

MARIE: Yes, Theresa, he is. I hope you thanked him.

THERESA: Yes, Marie, I did.

MARIE: Would you like to swing again, Golden Hair?

THERESA: No, Marie, I'm going to look for Mamma and ask her if I may go to church. I want to put my coin into the poor box before I lose it. Do you want to come with me?

MARIE: Yes, Theresa, I do, but you must ask Mother first. I'll wait here until you return.

THERESA *[returns]*: Marie, Mother said you may go with me, but we must not be late for supper. *[Marie and Theresa clasp hands and skip off stage.]*

III. FIRST KNOWN SORROW

Theresa's mother becomes very ill. She receives the last sacraments. Before long her soul is claimed by God. Before she dies she tells her daughters that she wishes Pauline to act as their little mother.

MARIE: Papa, shall I put this cover on the table?

FATHER: Yes, Marie.

PAULINE: Leonie, look in the lower drawer and see if the new blessed candles are there.

LEONIE: Yes, Pauline, they are. Shall I give them to Papa?

PAULINE: If you please, Leonie, then bring some cotton, a glass of water, and a spoon.

LEONIE: Papa, may I put the candles in the holders beside the crucifix?

FATHER: If you wish, my child. Then run to the kitchen for a lemon, some salt, and a small case of matches.

LEONIE: Yes, Father.

THERESA: And what am I to do, Papa?

FATHER: Go over to your mother and give her a kiss and tell her that we all love her.

(Continued on page 52A)

That Wayne Gymstand Really Gets Around

WAYNE IRON WORKS

944 N. PEMBROKE AVE.

WAYNE, PENNA.

REPRESENTATIVES IN
42 CITIES



*"Wayne Stands
for Safety"*

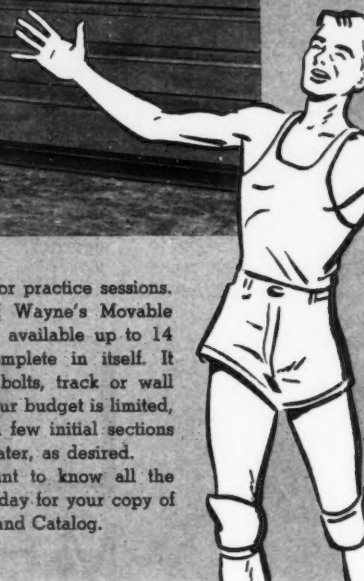
You'll like the adaptability of Wayne's Movable Rolling Gymstand . . . for each section can be quickly and easily moved to any desired location on the same floor level. Rubber wheels on the trucks give full protection to varnished gym floors.

Too, you'll appreciate the space-saving utility these stands provide. Like the Wayne fixed type gymstand, when they're in closed position, you have the extra floor space that's needed for

large gym classes or practice sessions.

Each section of Wayne's Movable Rolling Gymstand, available up to 14 rows deep, is complete in itself. It requires no floor bolts, track or wall fixtures. And, if your budget is limited, you can start with few initial sections and add to them later, as desired.

Since you'll want to know all the details, write us today for your copy of the Wayne Gymstand Catalog.



Desk Tops like this can be **SAVED!**



WITH G-E TEXTOLITE* PLASTICS SURFACING

Restore desk tops — reclaim many years of economical use from desks and other school furniture — cut maintenance costs — improve illumination with G-E Textolite Plastics Surfacing — material that defies abuse, even the best efforts of juvenile jack-knife experts.

G-E Textolite surfacing needs practically no maintenance — no polishing or periodic sanding and refinishing — immune to inks, paints, oils, common acids — resistant to flame — cleans to original brightness easily with a damp cloth.

A New Textolite Pattern —

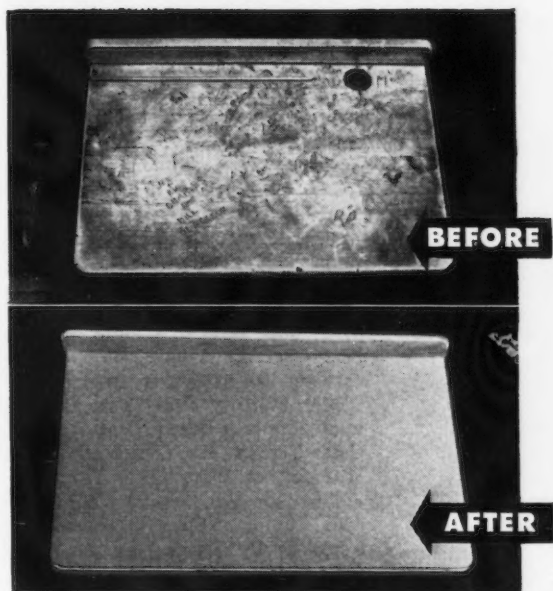
Developed Exclusively for School Use

General Electric has developed a brand new pattern for school use in cooperation with Nela Park Lighting Laboratories. Engineered by lighting experts, it has ideal light reflective properties which improve illumination without glare — reduces eyestrain. Other patterns also meet light reflective specifications.

It will pay you now and for years to come to investigate G-E Textolite for desk tops and other school work surfaces. A Roddiscraft representative will be glad to assist you with your special problems.

* Reg. U. S. Pat. Off.

WRITE FOR FREE LITERATURE



Textolite — Manufactured by General Electric
... Distributed by

Roddiscraft

RODDIS PLYWOOD CORPORATION
MARSHFIELD, WISCONSIN

NATIONWIDE Roddiscraft WAREHOUSE SERVICE

Cambridge 39, Mass. 229 Vassar St.	Marshfield, Wis. 115 S. Palmetto St.
Charlotte 6, N. C. 123 E. 27th St.	Milwaukee 8, Wis. 4601 W. State St.
Chicago 32, Ill. 3865 W. 41st St.	New York 55, N. Y. 920 E. 149th St.
Cincinnati 2, Ohio 836 Depot St.	Port Newark 5, N. J. 103 Marsh St.
Detroit 14, Mich. 11855 E. Jefferson St.	Philadelphia 34, Pa., Richmond & Tioga Sts.
Kansas City 3, Kan. 35 Southwest Blvd.	St. Louis 16, Mo., 3344 Morganford Road
Los Angeles 58, Calif. 2620 E. Vernon Ave.	San Francisco 24, Cal., 345 Williams Ave.
Louisville 10, Ky. 1201-5 S. 15th St.	
New Hyde Park, L. I., N. Y. Plaza Ave. & S. 18th St.	

ST. TERESA OF LISIEUX

(Continued from page 50A)

TERESA: Mamma, Mamma, must God really take you from us?

MOTHER: My little one, it will only be for a time. You know that you have little brothers and sisters in heaven too. Do not think of my leaving you but look toward the sky above where I will be waiting for you.

TERESA: Will it be long, Mamma?

MOTHER: Hard to tell, Baby, what God has in His mind. Hush, I hear the tinkle of a bell. Come, my daughters and kneel with Theresa and pray with the priest that my journey will be a happy one. [Takes Pauline's hand in her

own, then kisses it and looks from one to the other.] This my darlings is a sign that I wish Pauline to take my place when I leave you. In the future you are to look upon her as your little mother.

[Father enters with the priest bearing the Sacred Host. Answers the prayers between sobs.]

[Priest anoints their mother. Mother receives Holy Viaticum. Then the priest consoles a soon to be bereaved husband and his motherless little daughters.]

VIII. BEFORE HIS LORDSHIP

Theresa finds that those in authority are against her entering at the tender age of 15.

So she is advised to arrange an interview with the Bishop.

PRIEST: Remember Theresa, those diamonds [tears] must not be seen by His Lordship when he enters.

BISHOP [enters]: Good afternoon, Mr. Martin. Good afternoon, Theresa. [Both kneel and kiss his ring.] So you're the little girl who wishes to enter Carmel? Be seated Mr. Martin. Be seated, my child. How long have you been thinking about this, Miss Martin?

TERESA: A very long time, my Lord.

BISHOP: Come now, it certainly cannot be more than 15 years.

TERESA: That's true, Your Lordship, but there are not many years to subtract.

BISHOP: What about your father? Don't you think you should stay with him longer?

MR. MARTIN: Your Lordship, Theresa has no need to worry about me. Her happiness is my chief concern.

BISHOP: Strange, Mr. Martin, we find very few fathers who speak as you do.

MR. MARTIN: Perhaps we would have more if they looked toward the Great Beyond. Did I tell you that I am going to take Theresa with me when I visit Rome?

BISHOP: I don't believe you did, Mr. Martin.

MR. MARTIN: And as you know we have been promised to be received at the Vatican.

BISHOP: Very excellent, indeed. It will give this young one time to think things over.

MR. MARTIN: But, my Lord, you do not know my daughter as I do. You see if she does not obtain encouragement from those at home she will speak to the Holy Father, Himself.

BISHOP: Quite determined, isn't she? Well all I can do is to promise you to take the matter up with those at Carmel. Theresa must be patient. You see she is so young.

MR. MARTIN: I grant Theresa is young, Your Lordship but, when one understands her she seems endowed with a marvelous intuition for things pertaining to the spiritual world.

BISHOP: You may be right, Mr. Martin. Time alone will tell. Before long you shall hear from me. Would you and your little daughter like to view my rose gardens?

MR. MARTIN: Yes, Your Lordship, we would. My little Queen is very fond of flowers. Come Theresa, His Lordship has invited us. We must not delay.

TERESA: Yes, Papa, your little Queen is with you. [To herself] Oh, how happy I would be if it were only the "Garden of Carmel" instead of a garden of roses.

IX. AT THE VATICAN

Theresa seeks permission from Our Holy Father to enter Carmel at the age of 15. The Vicar-General forbids anyone to address the Holy Father. Theresa did not know what to do when she heard his command. But, as she approached His Holiness, Pope Leo XIII, Celine orders her to speak.

(Concluded on page 55A)

You'll want
**NEW Sterling MOVABLE DESKS
TO MODERNIZE YOUR SCHOOL**

WHEN replacing desks in older schools or furnishing new ones, the New Sterling movable desk is accepted as a leader. For in it are embodied all the most desired features of a school desk:

COMFORT

BEAUTY

FLEXIBILITY

ECONOMY

By whatever test you make, the Beckley-Cardy New Sterling desk—with its roomy, all-steel, one-piece book box—is the most satisfactory unit you can use.

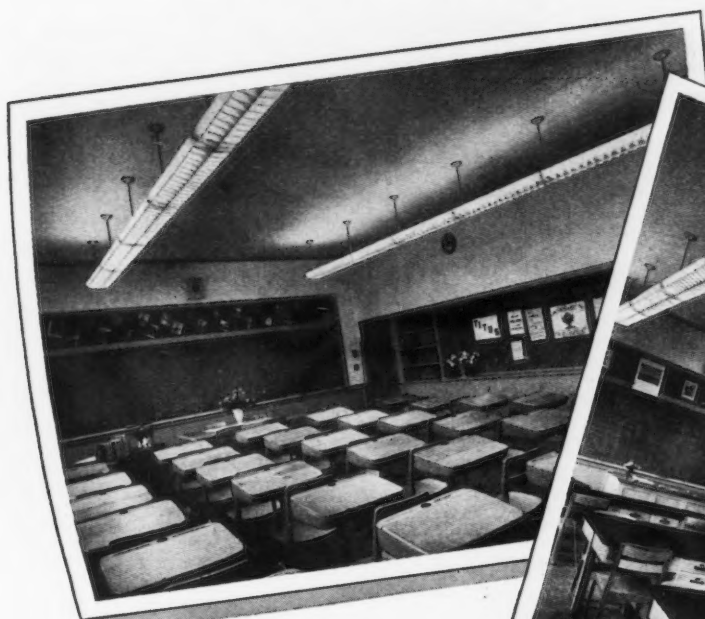
WRITE FOR CATALOG OF CLASSROOM SEATING NO. 855
FULLY DESCRIBING THESE AND OTHER BECKLEY-CARDY DESKS.



BECKLEY-CARDY COMPANY • MANUFACTURERS

1632 Indiana Ave., Chicago 16

Make sure **YOUR SCHOOL** makes the grade in Lighting!



Note the clear, all-over illumination provided by Sylvania Fluorescent Fixtures in these modern classrooms, Dolan Junior High, Stamford, Conn.



Sylvania Fluorescent Fixtures win "A" ratings for modern schools

Don't hinder bright students with backward lighting! 80% of a child's learning comes by way of his eyes.

Make certain that *your* schools are 100% perfect in this vital subject of lighting by insisting on the finest fixtures available . . . Sylvania Fluorescent Fixtures.

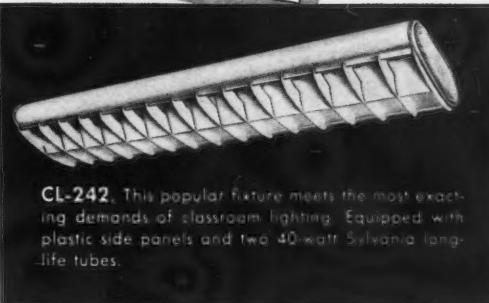
Sylvania fixtures enable teachers and pupils alike to work better and faster . . . to enjoy ideal seeing conditions in *any* part of *any* room.

You save with Sylvania, too.
In addition to lighting efficiency,

Sylvania fixtures also bring big savings . . . savings in quick easy installation and in maintenance costs. Finished with "Miracoat" enamel, they resist the effects of dust and dampness. Long-life Sylvania fluorescent tubes assure lowest possible retubing costs.

Sylvania Fluorescent Fixtures are now available in sizes, types, and intensities for every school requirement . . . louvered or plastic shielded . . . standard or instant start.

The coupon brings you full information. Mail it NOW!



CL-242. This popular fixture meets the most exacting demands of classroom lighting. Equipped with plastic side panels and two 40-watt Sylvania long-life tubes.

Sylvania Electric Products Inc.
Dept. L-1703, 1740 Broadway, New York 19, N. Y.

Please send me new illustrated folder describing the full line of Sylvania Fluorescent Fixtures for Schools.

Name _____

Street _____

City _____ Zone _____ State _____

SYLVANIA

FLUORESCENT TUBES, SIGN TUBING, FIXTURES, WIRING DEVICES; LIGHT BULBS; RADIO TUBES; TELEVISION PICTURE TUBES; ELECTRONIC PRODUCTS; ELECTRONIC TEST EQUIPMENT; PHOTOLAMPS; TELEVISION SETS

**NOW IS THE TIME
TO THINK
ABOUT BLEACHERS**

CENTRAL CATHOLIC
HIGH SCHOOL, GREEN
BAY, WISCONSIN.

S SAFELY SEAT THE KIDS... MOM & DAD TOO IN...

Berlin Chapman All-Steel Portable Bleachers are without a doubt, the safest, most flexible and economical all-steel bleachers manufactured today. Additional seats can be added to your original installation at any time, as the Berlin All-Steel Portable Bleacher is so designed to accommodate future expansion as to both length and number of tiers.

Safely SEAT YOUR PUBLIC IN COMFORT...
BERLIN
SEATING
ENGINEERS

BERLIN ALL-STEEL, PORTABLE BLEACHERS

Absolute safety is the first factor in the manufacture of Berlin Chapman All-Steel Bleachers, the designs approved by the Wisconsin State Industrial Commission.

Write today for complete details . . . our Engineering Department is available to aid you in any local problems.

BERLIN, WISCONSIN

**NOW
POWERFUL
SOUND AT
LOW COST**

COMPLETE
READY-TO-USE

YOUR SCHOOL CAN AFFORD THIS QUALITY PORTABLE SYSTEM

Here's the versatile, sensibly-priced 30 Watt Sound System ideal for all school P.A. needs. Covers up to 4,000 persons indoors. Full 30 watts usable output; 3 inputs—two for high-impedance microphones, one for phonograph, each with separate volume control; with tone control; exceptional fidelity, ± 2 db from 40-20,000 cps on phono and mike. Complete System includes: 30 watt amplifier and tubes, Electro-Voice "Cardax" unidirectional microphone with adjustable stand and 20' cable; two General Electric 12" PM speakers, each with 30' cable; portable carrying case, $16\frac{3}{4} \times 12\frac{3}{4} \times 25$ ". For 110-130 volts, 60 cycle AC. Shpg. wt., 75 lbs. Ready for immediate delivery.

93-372. Complete 30-Watt System (less phono top). Only . . . \$119.75
93-340. 3-Speed Phono Top for above system. Only . . . \$16.95

SEND FOR FREE 212-PAGE CATALOG

Write today for the only complete Buying Guide to everything in Sound, Radio and Television for the school. Count on ALLIED for expert electronic supply service and for lowest, money-saving prices. Send today for your FREE copy of the complete 1952 ALLIED Catalog.



ALLIED RADIO

833 W. Jackson Blvd. • Dept. 42-C-2
Chicago 7, Illinois

*American
Folding Chairs*

**NEW
IMPROVED
DESIGN!**

BEST FOR EVERY FOLDING CHAIR PURPOSE!

- DURABLE—strong steel frame, reinforced
- SAFE—no tipping, pinching, snagging hazards
- COMFORTABLE—extra-wide, extra-deep seats and backs
- CONVENIENT—fold quietly, quickly, compactly
- RUBBER SHOES—long-life, replaceable
- SEAT STYLES—formed plywood with durable lacquer finish; or vinyl-plastic upholstered

OVER EIGHT MILLION IN USE!

WRITE FOR
DESCRIPTIONS
AND PRICES

American Seating Company

Grand Rapids 2, Michigan

Branch Offices and Distributors in Principal Cities

MOORE GYM SUITS

Delight your girls with these flattering, modest suits, popularly priced. Your choice of many styles, colorful Sanforized fabrics. Write for free booklet "Having Wonderful Time."

CHORAL GOWNS

Enhance your choir with beautiful Moore Gowns to make performances more dramatic! Many attractive styles, colors, fabrics shown in our new catalog, "Choral Gowns." Write for your copy today.



CONFIRMATION ROBES

And Accessories. Specially designed rental outfits for boys and girls. Investigate this popular answer to Confirmation clothing problem. Request our folder.

CAPS AND GOWNS

Traditional graduation apparel, beloved by students. For over 40 years distinctive Caps and Gowns on sale or rental basis. Write for illustrated booklet, "Caps and Gowns."



E-R-MOORE CO.

Dept. 20

932 DAKIN STREET, CHICAGO 13, ILL.
11 West 42nd Street, New York 18, N. Y.
5225 Wilshire Blvd., Los Angeles 36, Calif.

THE RIGHT POINT FOR THE WAY THEY WRITE MAKES STUDENTS' HANDWRITING EASIER FOR YOU TO READ

And students can get "The Right Point" in Esterbrook Pens. World's largest selection of point styles lets them match their writing exactly. All points instantly replaceable in case of damage. At any pen counter.



TO SELECT OR REPLACE... HERE'S ALL YOU DO

Esterbrook®
FOUNTAIN PEN

ST. TERESA OF LISIEUX

(Concluded from page 52A)

CELINE: Speak, Theresa.

THERESA [*Kneels, kisses slipper and hand of the Holy Father. Her eyes are bathed in tears as she looks into his face*]: Most Holy Father, I have a great favor to ask of you.

[*Holy Father bends his face.*]

THERESA: Most Holy Father, in honor of your Jubilee, allow me to enter Carmel at 15.

VICAR GENERAL: Most Holy Father, this is a child who desires the life of Carmel, but the authorities are looking into the question already.

HOLY FATHER: Well then, my child, do whatever the authorities decide.

THERESA: [*claps her hands on his knee*]: O, Most Holy Father, if you would only say "Yes," everyone would be willing.

HOLY FATHER: Come now . . . come now . . . you will enter if God wills it. [*Holy Father presses his hand against her lips, blesses her and watches her out of sight as Papal Guards lead her away.*]

Later

MR. MARTIN: Father Reverony, have you seen Theresa?

FATHER REVERONY: Not since her visit with Our Holy Father, Mr. Martin.

MR. MARTIN: I wish I could find her. I fear she needs me.

BROTHER SIMEON: What is it, Sir, could I be of any assistance?

MR. MARTIN: I'm afraid not. You see my little girl, my little Queen as I call her wants to enter Carmel at 15 and the superiors claim that she is too young.

BROTHER SIMEON: That is rather a young age to enter Carmel.

MR. MARTIN: Perhaps the way we look at it she is and I told her so.

BROTHER SIMEON: And what did she say?

MR. MARTIN: She told me that she was not too young for God. While at the Vatican she spoke to Our Holy Father.

BROTHER SIMEON: She did. May I ask what the answer was, Mr. Martin?

MR. MARTIN: He told her that she would enter at 15 if it be God's holy Will.

BROTHER SIMEON: Thank you, Mr. Martin. I hope you won't mind my taking notes of this for an event of this type has never been seen in Italy.



— G. C. Harmon



with

PRANG DEK-ALL Colors
and
PRANG TEXTILE Colors

PRANG Color companions are ideal mediums for beginners as well as for the most advanced art students. They will find new inspiration and satisfaction in decorating pottery and fabrics to match. PRANG Colors are so easy to apply that even the youngest students can achieve artistic results. At the same time, they capture the imagination of senior art students, and offer them an entire new field of creative expression. Complete kits include materials, directions and clever ideas.



PRANG Dek-All and Textile Colors enable you to give your students new and more interesting instruction in color harmony and good taste. Students will take a new interest in making gifts and projects for church, school and home with the help of PRANG Dek-All and PRANG Textile Colors.

Write for . . .

complete information on these fascinating mediums. It's free! Dept. CJ-66.



National QUALITY PHYS. ED. UNIFORMS



National sports equipment co.
384 Marquette Street
FOND DU LAC, WISCONSIN

ACCURATE
EASY TO INSTALL
QUICK SETTING
DEPENDABLE



Montgomery PROGRAM TIMERS

SAVE ADMINISTRATIVE TIME

— ring bells, or other signals, automatically.

One or two circuits. Controls any number of signals. Set program schedules easily without tools. Trouble-free, self-starting, Synchronous SYNCHRON Motor. Choice of 12 or 24 hour program discs. Automatic calendar switch—silences signals nights and weekends, as desired. Manual signal operation possible without affecting pre-set schedule.

Costs less than a typewriter! Available through the better School Supplies Distributors, or write Factory for literature.

Montgomery MANUFACTURING
COMPANY

OWENSVILLE 3, INDIANA
OVER 90% OF LOW COST PROGRAM TIMERS ARE MONTGOMERY

THE MODERN BLACKBOARD

For
Teachers, Lecturers,
Demonstrators,
Training Instructors



THE SPEAKER always
FACES THE AUDIENCE



Portable
Lightweight
(only 7 lbs.)
Easy to use

Screen Scribe!

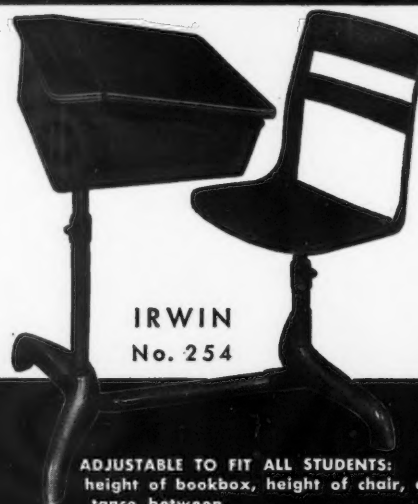
A unique, self-operated projector that throws the projected images over the speaker's shoulder permitting him to face his audience at all times... uses 3 1/4" x 4" film slides or coated acetate for dramatic visual presentations.

For use in Schools, Churches, Offices, Clubs, Homes, Hospitals, Training Centers.

The price of Screen Scribe is \$61.00. For more complete details, write our National Distributor, Burke & James, Inc. (Dept. 41), 321 S. Wabash Ave., Chicago 4, Illinois

BARDWELL & McALISTER, Inc.
BURBANK, CALIFORNIA

PERFECT ANSWER TO CAREFUL PLANNING



IRWIN
No. 254

ADJUSTABLE TO FIT ALL STUDENTS:
height of bookbox, height of chair, distance between.

SELF-LEVELING:
Never jiggles or rocks, regardless of unevenness of floors.

SWIVEL, TENSION-ADJUSTABLE SEAT
Get the complete facts. Write for the IRWIN Catalog before buying any school furniture.



IRWIN SEATING COMPANY
GRAND RAPIDS, MICH.

SAVE! UNIFORMS

Catholic School

...for **GIRLS!**
TESTED FOR EXTRA LONG WEAR

Exclusive design by All American Suppliers... adjustable waistline affords at least an Extra Year's Wear!

- Ideal for Grade & High Schools
- Exclusive Design
- Finest Fabrics
- Superb Tailoring
- Longer Wearing
- Won't Crease, Shrink or Stretch
- Zipper Closure
- Full Cut
- Smartest Styles
- All Colors

FROM **4.98** \$7.98 VALUE

HOW TO ORDER: SEND STUDENTS REGULAR DRESS SIZE, ALSO WAIST MEASUREMENT. Add to order: Waists for special after school wear.



Choice of 2 Styles

BLouses 1.75 Up

Boys & Young Boys

SCHOOL TIES

with Your

SCHOOL EMBLEM or INITIALS

Choice of 2 Styles: Already-Tied Tie for Younger Boys, and Regular 4-in-Hand Tie for Boys. Your School Emblem or Initialed Monogram beautifully Hand-screened

7.50 DZ.

MINIMUM ORDER 5 DOZ.

• Longacre 5-2239

uniform dress & accessories for **BOYS**
Rock-Bottom Prices!

SPEC. 4 P.C. SET

2 TIES, SHIRT, TROUSERS
9.75 reg. \$14.95

NOW you can uniformly outfit your Boys for every important religious or school occasion. Sisters... easily and economically at our new LOW PRICES! All American Suppliers manufacture and sell only the FINEST QUALITY you can buy...

- SUITS • SHIRTS • TROUSERS
- BELTS • JACKETS • SWEATERS
- GYM WEAR
- BAND UNIFORMS

CAPE

are only a small part of our "BAND SERVICE." We shall be happy to go over your "on parade" problem, to make your group the outstanding unit! Compare our prices and quality!

Satin **11.98** AND Gaberter Cape



TASSEL BEANIE



BERETS

100% WOOL
worn by Boys and Girls. Comes in Solid Colors listed below, contrasting Silk or Wool Pom. BLACK BROWN, KELLY, GREY, DARTMOUTH, GREEN, SCARLET, COFFEE, TAN with Embroidered Emblem 1.65 each MINIMUM ORDER 5 DOZEN Plain, No Emblem 11.50 Dz. • Chickerling 4-3936

POM-POM HAT

Blocked Wool Felt
Any color with contrasting silky Pom and Letters. BOYS wear them without Pom! Choice of 1 big letter, or 2 small 8 letter, or 3 small 12 letter. 59¢ EA.



OVERSEAS

HAT in 2 COLORS
2 1/2" - 3" deep and 4" high. Long wear of quality. No other hat has this. 95¢ EA.



ALL A McCourt's AMERICAN Suppliers INC. 101 W. 31 ST. N.Y.C. ROOM 1910

STUDENT UNIFORMS

IT IS WISE TO PLAN
YOUR FALL
REQUIREMENTS NOW!



Order your Student Uniforms and Gym Suits early . . . and assure yourself of prompt fall delivery. Graubard's, supplier of leading schools throughout the country, is ready to serve you and advise you with your "Uniforming Problems."

Write today!

Send for Complete Information and Prices on Our Large Selection of School Uniforms and Blouses for Grammar Schools, High Schools, and Academies

GRAUBARD'S

266 MULBERRY ST., NEWARK 2, N. J.

NEW SUPPLIES AND EQUIPMENT

TEXTOLITE IMPROVES DESKS

The new tough G-E Textolite is an ideal covering for school desk tops. It has a light reflection of 38 per cent, which is excellent for lighting efficiency without glare. It requires almost no maintenance, since it is immune to oils, inks, and paints and it resists burning or scratching.

A free booklet (CDL-40) giving detailed information on G-E Textolite for school desk tops may be obtained from the General Electric Co., Pittsfield, Mass.

DU KANE SLIDEFILM PROJECTOR

The new Du Kane lightweight, compact, 300-watt, automatic sound slidefilm projector has been announced by the Du Kane Corporation, St. Charles, Ill. (formerly Operadio Mfg. Co.). Completely redesigned for the best use of automatic



The New Du Kane lightweight high power slidefilm projector.

sound slidefilm, it incorporates the latest and most reliable circuits and mechanisms, including patented features. The pictures are changed in a 20th of a second by the "Synchrowink" film advance, from the inaudible signal on the record or by the use of a push-button control.

The 300-watt, blower-cooled lamp allows color film to be displayed in daylight. The larger lamp, plus coated optics and special condenser lenses for single frame projection, increases illumination 150 per cent.

For a complete description of this excellent machine, write to: Du Kane Corporation, St. Charles, Ill.

NEW DARK FIELD MICROSCOPES

New dark field microscopes combining the latest Spencer mechanical features with an improved illuminating system have been announced by the American Optical Co. These are highly adjustable and efficient, especially in their system of lighting the slide. The manufacturer will be very glad to send you detailed information. Address: American Optical Co., Dept. 0000, Buffalo 15, N. Y.

NEW HOTPOINT GRIDDLE

A wide range of cooking temperatures from 200 to 500 deg. F. is provided in a new heavy-duty griddle recently introduced by Hotpoint, Inc. The 37-inch griddle features twin automatic controls that permit measuring out just

(Continued on page 60A)

Enjoy a Pleasant and Profitable Summer



Enroll at MARQUETTE UNIVERSITY

for the
SUMMER SESSION — 1952

Regular Session:

June 23 to August 1

Long Session:

June 9 to July 31

Pleasant indeed will be your summer spent in beautiful Milwaukee where a vacation-time atmosphere combines fine opportunities for enjoyment and education in a progressive metropolitan area.

Profitable too! That's what the opportunities for graduate and under-graduate studies will be in any of the following fields!

- Liberal Arts
 - Journalism
 - Business Administration
 - Nursing
 - Speech
 - Education

Already a distinguished Jesuit school, Marquette University today is progressing rapidly. This progress is indicative of the educational advantages available to students in the summer session.

You will have available the special resources of Marquette's vocational guidance center, as well as practical education conferences, institutes, workshops, and courses open to teachers and administrators in all levels of education.

Course offerings under Marquette's experienced faculty will also feature outstanding guest lecturers.

Special spiritual, housing, and vocational facilities maintained for Sisters.

Bulletins and application blanks now available. Write Registrar, Dept. A, 615 N. 11th Street.

MARQUETTE UNIVERSITY

Milwaukee 3, Wisconsin

**New-
all NEW**

two "Durapress" sherbets from LIBBEY GLASS

Brand-**NEW** design

Smart **NEW** styling

Appealing **NEW** contour



No. 5103
4-1/2 oz. sherbet

No. 5102
3-1/2 oz. sherbet

NEW heavy glass base

Modern **NEW** shape

YOU ASKED US FOR THEM and here they are—brand-new sherbets in the 3½-oz. and 4½-oz. sizes.

They're Libbey "Durapress" quality for strength and durability. They take high sterilization temperatures in stride. And the Libbey name means they're highest quality.

Desserts look more appetizing in sparkling

glass. Folks know desserts taste better, too, because glass gives absolute flavor protection—glass will never impart taste.

Make the desserts you serve more tempting—serve them in the new "Durapress" sherbet.

Get samples and prices of these brand-new sherbets from your near-by Libbey supplier or write direct to Libbey Glass, Toledo 1, Ohio.

LIBBEY GLASS "Durapress" Sherbets

ESTABLISHED 1818



LIBBEY GLASS, Division of Owens-Illinois Glass Company, Toledo 1, Ohio



Copyright 1952! NUMBERS AT WORK

by Patton and Young

An entirely new series of arithmetic texts — everything new — not a revision! Grades 3-8. Modern and attractive in every particular, based on leading courses of study, alive with beautiful color. Complete with Teachers' Manuals. Workbooks available for grades 1-8.

IROQUOIS PUBLISHING CO., Inc.

Syracuse 2, New York
NEW YORK CHICAGO ATLANTA DALLAS

FOR YOUR CHALKBOARD

COSTELLO
DOUBLE SEWED ERA

Better erasing

- ten separate sewings
- reinforced back
- first quality felt

write for descriptive folder

Manufactured by
WEBER COSTELLO COMPANY
Chicago Heights, Illinois, U. S. A.

New Supplies

(Continued from page 58A)

the right amount of heat. An important advantage of the twin automatic controls is that they permit operating either half of the griddle separately, or both halves at different temperatures, or the entire griddle at one temperature. The appliance is finished in silver-gray enamel specially developed by Hotpoint.

For further information about the griddle and other new products recently announced for use in schools write to *Commercial Equipment Department, Hotpoint, Inc., 231 S. Seeley Ave., Chicago 12, Ill.*

NEW DAY-BRITE LIGHT FIXTURE

The new Hinged Lens Plexoline lighting fixture has a separable hinging arrangement which allows hinging from either side or complete removal for maintenance. The Holophane Controls No. 9015, which fits into the hinged frame, is well known for its low brightness. The new Plexoline is available for either Slimline or Fluorescent lamps. Metal parts are finished in white baked enamel; the side panels are of Albalite glass, which has a low surface brightness and a high light transmission.

For complete information on this new Day-Brite fixture write to: *Day-Brite Lighting, Inc., 5413 Bulwer Ave., St. Louis, Mo.*

PRINTING AND ADDRESSING OUTFIT

A handy carrying case about the size of an ordinary tackle box contains two machines and all supplies required to print and address postcards, announcements, advertising pieces, and forms in the home or at the office. Called the *Dupli-Kit*, this convenient little outfit does an hour's handwork in six minutes — at a cost of a few cents per thousand pieces. Basic units in the kit are the portable printer and the portable addresser. The printer accommodates a low cost stencil on which messages are typed, written, or drawn. Automatically inked, it will print in perfect register. The portable addresser utilizes a roll of paper comparable to the film roll in a camera, on which up to 250 addresses are typed. Multiple rolls can be used for longer lists. With a single, one-hand motion, the address is "rolled on." Each roll of names can be used for 100 or more impressions.

For information write to: *The Heyer Corporation, 1850 South Kostner Avenue, Chicago 23, Ill.*

KNIGHT P.A. AMPLIFIER

The new Knight 80-Watt Public Address Amplifier is especially designed for outdoor use, large auditoriums, and sound systems for large schools. It will cover extremely large areas and overcome high noise levels, and is adjustable to any use.

Write to the manufacturer for complete information about this moderate priced, efficient amplifier. Address: *Allied Radio Corporation, 833 West Jackson Blvd., Chicago 7, Ill.*

NEW FOLDING PEDESTAL TABLES

A new folding banquet table for use in institutions features "off-center pedestal legs" affording the maximum in leg room and allowing tables to be stacked in the minimum of room. Midtex of Plywood tops are laminated to heavy Plywood framework to provide rugged but pleasing construction. The absence of screws or rivets in the top gives a smooth writing surface and makes it easy to clean. These tables are sold through dealers in school furniture.

For complete details on all Midwest Folding pedestal tables, write, for complete circular No. X-1, to the *Midwest Folding Products Company, Roselle, Ill.*

(Continued on page 62A)

THE PROSE AND POETRY SERIES



THE ST. THOMAS MORE EDITION

HIGH SCHOOL LITERATURE TEXTS

MALINE AND MALLON

Absorbing reading by representative writers of all literary periods. The scholarly editing by Catholic teachers of literature reflects high academic standards, a philosophy that is militantly Catholic, and the force of Catholic thought. Catholic in spirit, catholic in the universality of the series contents.

PROSE AND POETRY for Enjoyment	9
PROSE AND POETRY for Appreciation	10
PROSE AND POETRY of America	11
PROSE AND POETRY of England	12

ACTIVITY BOOKS TEACHERS' MANUALS

THE L. W. SINGER CO. INC.
SYRACUSE, N. Y.

FOR SALE USED SCHOOL DESKS

● An undetermined number of "Silent Giant" school desks in all sizes — also rears and fronts — oak, maple, and birch — School brown and golden oak finish. These desks are surplus to our needs.

Price \$1.00 each

CALL OR WRITE

KENOSHA PUBLIC SCHOOLS
c/o Business Manager
5515 Sheridan Road
KENOSHA, WISCONSIN
Phone: 2-1032



COSTUMES

A complete line of inexpensive but distinctive Costumes especially designed for your School or Church Play. Our Costume Specialists are prepared to Design and Create your Special Character needs.

REASONABLY
PRICED FROM **\$2.20**

Send for Complete Information and Prices on
Our Large Group of School Play Costumes

GRAUBARD'S

266 MULBERRY CT., NEWARK 2, N. J.

QUICKLY FOLDS OR UNFOLDS

for changing ROOM USES



Mitchell
FOLD-O-LEG
tables

MORE seating capacity
MORE leg comfort
MORE exclusive features
MORE strength and rigidity
MORE for your money

MITCHELL DISPLAYS
at NEA Conferences...
ST. LOUIS
Booth A-31
LOS ANGELES
Booth 135
BOSTON
Booth 47-B

Send for folder with complete specifications.

MITCHELL MANUFACTURING COMPANY

2738 S. 34th St., Milwaukee 7, Wis.

THE STRONGEST, HANDIEST FOLDING TABLE MADE!

COMFORT

and **GOOD POSTURE**
go **HAND-IN-HAND** with
NORCOR
TUBULAR DESKS and CHAIRS



ADVANTAGES
OF
NORCOR
Tubular Desks
and Chairs



FLEXIBLE
ARRANGEMENT



CHAIRS CAN BE
USED INDEPENDENTLY



MINIMUM
FLOOR SPACE



FREEDOM FOR
FOOT MOVEMENT



LIGHTWEIGHT
EASILY MOVED

Growing bodies entrusted in your care need all the assistance you can give them to grow straight and strong. NORCOR Tubular Desks and Chairs are not only built to withstand the rigors of daily classroom use, but are also designed for good posture with comfort—so that pupils sit at ease and alert—receptive to the task at hand.

These sturdy units combine maximum strength with light weight, permitting flexible informal classroom seating arrangements, as well as ease of movement for floor cleaning purposes. They are built in a complete range of sizes.

FREE—Circular describing good posture requirements of school seating with description of Norcor Line of school seating.



The NORCOR Line

"Twenty Five Years of Good Seating"

NORCOR MANUFACTURING CO. • GREEN BAY • WISCONSIN

**TO COMPLEMENT THE
CREATIVE HAND OF
TEACHER AND PUPIL**

Bergen Brushes
are essential!



FLAT SHOW CARD BRUSHES
Series 65 Finest selected ox hair that works to a chiseled edge assuring full square edges.

ROUND EASEL BRUSHES
Series 700 Long handled brush. Very best selected quality genuine camels hair suitable for easel paint and tempera. Hairs are firmly set and work to a long point.

SABLE WATER COLOR BRUSHES
Series 149 A fine red sable brush created to meet the most exacting demands yet reasonably priced.

Available
all sizes,
00 thru 12.

Send for special catalog
of brushes for schools
and colleges. Write
direct to Dept. C-3,
BERGEN BRUSH SUPPLIES
LYNDHURST, N. J.

Neumade
**PROTECTS
YOUR
FILM STRIPS**



**ALL STEEL
FILMSTRIP
CABINET**



MF-6

This roomy, yet compact 6 drawer cabinet holds up to 336 filmstrip cans, each in its own compartment . . . each individually indexed. Drawers are equipped with adjustable dividers for desired division widths.

Write for free catalog.

Est. 1916 **Neumade**
PRODUCTS CORP.
328 W. 42nd St., New York 18, N. Y.

New Supplies

(Continued from page 60A)

EDUCATION RESEARCH BOOKLET

A 20-page booklet, illustrated in full color and titled "Education Grows," has just been issued by the American Seating Company. This message to American educators is a timely study of some of the vital needs of education and certain results of research and scientific knowledge, which have aided education's growth, through co-ordinated classroom environment.

Copies of "Education Grows" may be obtained from American Seating Co., Grand Rapids 2, Mich.

BOOKLET ON COOKING

A new 32-page reference handbook, highlighting protective cooking and nutrition research, has been announced by the Westinghouse Home Economics Institute. Designed as a teaching guide or as a supplement to textbooks, the booklet describes a family nutrition study, made with special emphasis on cooking methods, and gives the results of this experience and research. Copies of the booklet (ICE-0201) are available at five cents each and can be obtained by writing to Consumer Service, Westinghouse Electric Corporation, Mansfield, Ohio.

METAL-CORK BULLETIN BOARDS

The Dav-Son Metal Bulletin Boards with cork backs are available now after being off the market temporarily. A popular design, for indoor or outdoor use, is fitted with glass doors, and a lock. The manufacturer invites you to ask for complete illustrated description. Write to: A. C. Davenport & Son, Inc., 311 North Desplaines St., Chicago 6, Ill.

YOUR FAVORITE SQUARE DANCES

Square Dance Associates, producers of the popular "Honor Your Partner" series of square dance records, have been deluged with requests for additional albums of records featuring square dance music with calls.

The company has decided to produce some new albums each consisting of four 12-inch records (8 dances). To assist in the choice of material, the users of "Honor Your Partner" records are invited to send requests for recordings of their favorite dances—any that are not already included. These suggestions will be welcomed and tabulated. Address: Square Dance Associates, Dept. C.S.J.-A, Freeport, N. Y.

HILLYARD'S BASKETBALL BOOK

The 1952 edition of the well-known *Basketball Book* for Scouting and Scoring is now ready for mailing. Compactly listed is the latest technical information on official basketball signals for referees, manuals for basketball timers and scorers . . . plus handy charts for score keeping, and diagramming of competitive play and the scouting of individual players. Part of the illustrated 44-page book is devoted to technical aids for the treatment and maintenance of gymnasiums, and features page after page of outstanding school and college gymnasiums, floors, stadiums, and arenas.

Administrators are urged to write for a free copy to the Hillyard Chemical Co., St. Joseph, Mo.

NEW VOIT CATALOG

The 1952 catalog of Athletic Equipment by W. J. Voit Rubber Corp. is ready for distribution. The 5-color, 32-page booklet lists more than 80 Voit items, including such new ones as Safety Mouth Protectors, Adjustable Swim Fins, and de luxe Custom Swim Mask. For your copy write to: W. J. Voit Rubber Corp. at New York 10, Chicago 10, or Los Angeles 11.

(Concluded on page 64A)

DePaul
UNIVERSITY

SUMMER SESSIONS

**Graduate and
Undergraduate Courses**

**LIBERAL ARTS AND SCIENCES
MUSIC • COMMERCE
PHYSICAL EDUCATION • LAW**

● A carefully selected and extensive curriculum for teachers. While in Chicago you can combine profitable study with Chicago's many advantages.

Two Summer Sessions

Write today for bulletin and dates.

Dean of Summer Sessions
DePaul University
Chicago 1, Illinois

Neumade
**PROTECTS
YOUR
SLIDES !**



**ALL STEEL
SLIDE
CABINET**



SF-5

Five removable drawers with back stops holds all types of 2" x 2". Each slide held in position. Instant selection. Individual indexing. Holds 1250 slides. Beautifully finished in olive-grey baked enamel.

Write for free catalog.

Est. 1916 **Neumade**
PRODUCTS CORP.
328 W. 42nd St., New York 18, N. Y.

FORDHAM UNIVERSITY

SUMMER SESSION — JULY 7 to August 14

Day Session Courses in

- LANGUAGES
- MATHEMATICS
- PHILOSOPHY
- RELIGION
- SCIENCE
- SOCIAL STUDIES
- SPEECH
- JOURNALISM
- RADIO

Elementary, Secondary, and Religious Education
Five Graduate divisions in Education
Instruction at Both Graduate and
Undergraduate Levels

For Catalogue, Address:

**EXECUTIVE SECRETARY — SUMMER SESSION
FORDHAM UNIVERSITY**

New York 58, N. Y. Fordham 7-5400

Evening Session — June 16 to August 7

DOWNTOWN DIVISION
302 Broadway New York 7, N. Y.
BArcley 7-1365

*For all teachers . . . a study of a
great educator —*

by Dr. Edward A. Fitzpatrick

LA SALLE

Patron of all Teachers

A noted educator himself, Dr. Fitzpatrick has written this book about St. John Baptist de la Salle to show his rightful place in the history of education. Much maligned and misunderstood, La Salle is shown to be a truly great pioneer in education who established the foundations on which many modern teaching ideas have been built.

xvii and 428 pages, \$6.00

THE BRUCE PUBLISHING COMPANY
603 Bruce Building Milwaukee 1, Wisconsin

It's never too early to learn to
paint with . . .



Prize winner 1951—Dorothy Hsu, Age 12
Alice Deal, Jr. High School—Washington, D.C.

A 12-year-old public school student won a prize in the Weber National Scholastic Awards for Oil Painting in 1951. It is fun to paint with oils, therefore easy to learn—and rewarding to teach. Use Weber MALFA Oil Colors for best classroom results. Tops in the popular price field.

WEBER SCHOLASTIC ART AWARDS

Encourage your students to enter their work in the 1952 Competition for Oils sponsored by F. WEBER CO. Cash prizes totaling \$750.00 and other awards, including scholarships. Information on request.

F. WEBER CO.

Manufacturing Artists' Colormen, Since 1853
PHILADELPHIA 23, PA.

ST. LOUIS 1, MO. • BALTIMORE 1, MD.

Patronize your nearest Weber Dealer

WEBER®
MALFA
OIL COLORS

- Studio Size tubes, 4" x 1"
- 45 Colors and Whites
- Conform to National Bureau of Standards CS98-42
- Conform to specifications of American Artist Professional League



**"Water Rolls Off DOLCOWAX
too!"**



On Every Count its
TOPS IN FLOOR WAX!

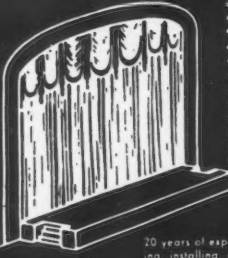
DOLCOWAX

- . . . repels water. Moisture will not mar its lustrous, satin wax film;
- . . . handles well, spreads and levels easily without streaking;
- . . . need no rubbing or polishing;
- . . . dries quickly to a long-lasting attractive, protective surfacing for your floors;
- . . . welcomes heavy traffic, because traffic improves its lustre;
- . . . is free from float or sediment — doesn't jell on prolonged storage;
- . . . is equally at home on wood, linoleum, cork, mastic and rubber.

DOLGE guarantees that, regardless of price, no other wax will outwear DOLCOWAX! Let your DOLGE Service Man demonstrate — or write us for details.

Dependable
DOLGE
WESTPORT, CONNECTICUT

Complete STAGE EQUIPMENT



- cycloramas
- window draperies
- stage curtains
- stage hardware
- asbestos curtains
- motor controls
- lighting equipment
- dimmers
- steel tracks
- scenery
- stage rigging
- velvet rope railing

20 years of experience manufacturing, installing, and servicing stage equipment for churches, schools, and institutional auditoriums.

REQUIREMENTS FOR QUOTATIONS

1. Width and height of proscenium
2. Height from stage floor to ceiling
3. Depth of stage
4. Width on stage

Upon receipt of measurements, samples and price will be mailed upon request. For descriptive literature, specify circular No. 304

ART CRAFT

THEATRE EQUIPMENT CO.

108 WEST 46th STREET NEW YORK 19, N. Y.

**WRITE FOR SPECIAL CIRCULAR
ILLUSTRATING PAROCHIAL SCHOOL RINGS**

NEW Catalog

Class pins, club pins, rings and emblems. Finest quality. Reasonable prices from 35c up. Write today. Dept. A, Metal Arts Co., Rochester, N. Y.

SAMPLES SENT ON REQUEST

It's Grattan for Graduation!

- CLASS RINGS & PINS
- DIPLOMAS • MEDALS
- STREAMERS

Henry GRATTAN Studios
14 Washington St. East Orange, N. J.

Rhythm BAND

A new, attractive and very complete teachers catalogue of rhythm band and pro band instruments, music and supplies. Free on request.

JACK SPRATT MUSIC CO.
Old Greenwich, Conn.

NOW READY

**EASY STEPS in
MANUSCRIPT
Writing Series**
by Marion E. Leary

BEGINNER'S BOOK ONE \$.50
FIRST GRADE PUPIL'S BOOK \$.50
SECOND GRADE PUPIL'S BOOK \$.50
ALPHABET SEAT CHART..... (per set) 2.00
ALPHABET WALL CHARTS..... (per set) 2.00

MEANINGFUL WORKBOOK SERIES
by I. VICTOR BURGER, Ph.D. \$.50
OUR 1st NUMBER BOOK..... \$.50
OUR 2nd NUMBER BOOK..... \$.50
1001 REVIEW EXERCISES IN
ARITHMETIC by Mrs. JANSEN, Ed. R. \$.50

NOBLE AND NOBLE, Publishers, Inc.
67 IRVING PLACE • NEW YORK 3, N. Y.

New Supplies

(Concluded from page 62A)

CHILDREN NEED TEMPERATURE CONTROL

Alert classroom performance requires school-room temperature properly keyed to children's activity. To learn all the factors involved in the problems of schoolroom temperature, the Minneapolis-Honeywell Regulator Co. has been sponsoring research by Dr. Darell Boyd Harmon of Austin, Tex., former director of school health service for the Texas state department of health. The temperature and atmospheric conditions should be adjusted so as to assist the child's body in keeping its temperature at the normal 98.6 deg.

MANUMATIC SLIDE PROJECTOR

GoldE has just announced a handy complete slide projection unit. It consists of a DeLuxe Case containing a Manumatic Projector, Index Slide Changer, and five drawers for filing 200 2 by 2 slides. Ask GoldE to tell you about it. Address: GoldE Mfg. Co., 1220 West Madison St., Chicago, Ill.

XAVIER TV SURVEY

Dr. Raymond F. McCoy, director of the graduate division of Xavier University, Cleveland, Ohio, made, early in January, a report of an extensive survey of television habits of school children. The study, financed by Crosley Broadcasting Corporation, tried to find the answer to two questions: How do children who have television sets at home compare with other children in school achievement? Do children having sets at home do better school work when their parents closely control their televiewing?

Walter J. Clarke, assistant professor of education, conducted the study. Nearly 1000 children in the sixth and seventh grades of 16 public and parochial schools in the Cincinnati area were investigated.

The statistics gathered seem to indicate that television has little effect on school achievement and that parental supervision also has little effect.

The study, however, yielded the startling facts that the children spent an average of 3.7 hours each school day before the television screen and that in a week they spent 30 hours thus as compared with the 25 hours in their classrooms. Another revelation is that 52 per cent of the children were permitted to watch any programs they choose. The lower the child's I.Q. the more likely he is to favor mystery stories and wrestling matches.

No Report Cards

Conferences between parents and teacher are being used instead of report cards at St. Genevieve's School, Lafayette, La.

Established
1852

VAN HORN and SON, Inc.
THE PIONEER THEATRICAL COSTUME FIRM

Serving the
American Stage for
Over a Century

MAIN OFFICE:

**811-13-15 CHESTNUT STREET
PHILADELPHIA 7, PA.**

Costumes to Rent for Plays, Operas, etc.
Authorities on Period Costuming
Send for Costume Plots and Estimates

ROLLIN W. VAN HORN



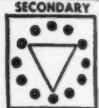
President



GRUMBACHER

"SYMPHONIC" WATER COLOR SET No. 30-17

COLORS ARE ARRANGED IN A COLOR WHEEL FOR EASY USE

COMPLEMENTS	PRIMARY	SECONDARY
		

This set of brilliant PIGMENT colors in round cakes, arranged in a color wheel, is based on the Three-Primary Color System. It is the finest set ever devised for the comprehension and application of this system in actual use. It will be found invaluable for visualizing theories of color and color mixing for purposes of instruction.

Sixteen brilliant colors in a "Symphonic" arrangement — to aid in visualizing color theory. Set contains 2 fine water color brushes. \$3.50

M. GRUMBACHER

471 West 33rd St. New York 1, N. Y.

DIPLOMAS

WITH MODERN DIPLOMA CASES
SEND FOR FREE SAMPLES

PHILIP and MARGARET BITTEL
Avon 3, Connecticut

CHAIRS

STEEL • WOOD
IMMEDIATE DELIVERY
138 STYLES FOLDING NON-FOLDING
REQUEST PRICES, STATE REQUIREMENTS

ADIRONDACK CHAIR CO.
Dept. 4A, 1140 BROADWAY, N. Y. 1, N. Y. EST. 1926

LOOK! LOOK! LOOK! IT'S HERE

"The Harry Seitz Threefold Vocal Method"
Voice Training, Rhythmic Training, PRICE
and Sight-Singing, ALL IN ONE BOOK. 60¢

HANDY FOLIO MUSIC COMPANY
2821 North 9th St. Milwaukee, Wis.

ATTENTION NEW SCHOOLS!

Do You Have Our Latest Library
Book Circulars?

We shall be happy to send you a copy of our up-to-date complete list of library books for Catholic Elementary or High Schools. Specify level.

1. We specialize in book service to Catholic schools.
2. Catholic books of all publishers.
3. Best school discounts — Fast delivery.

Send us your request for a circular today.

CATHOLIC BOOK & SUPPLY CO.
SOUTH MILWAUKEE WISCONSIN

CAPS & GOWNS



FOR COLLEGES
HIGH SCHOOLS
PAROCHIAL
SCHOOLS
CONFIRMATIONS
CHOIR GOWNS
•
RENTAL OR SALE

Catalog on
Request

Established in 1912

BENTLEY & SIMON

7 WEST 36 ST. NEW YORK 18, N.Y.

L. G. Balfour Company

ATTLEBORO MASSACHUSETTS

Class Rings and Pins

Commencement Invitations—Diplomas

Personal Cards

Club Insignia — Medals & Trophies

DIRECT REPRESENTATIVES IN ALL STATES

STEPHEN LANE FOLGER, INC.

Est. 1892

Rings, Pins, Medals
for
Colleges, Schools, Hospitals
Jewelers

180 Broadway New York 38
Send for our Free Catalog

CATHOLIC BOOK & SUPPLY CO.

FOR THESE

Catholic School Book Services:

1. Catholic library books of all publishers.
2. Select, up-to-date lists of general books recommended for Catholic elementary and high schools.
3. Liberal discounts; additional quantity discounts.
4. Complete text book service for Catholic elementary schools.
5. Free postage on library book orders over \$25.00. A free surprise gift book on library book orders of \$35.00 or over.

Send Us Your Order Today

CATHOLIC BOOK & SUPPLY CO.

Book Jobbers Serving Catholic Schools Exclusively.
SOUTH MILWAUKEE WISCONSIN

YOUR CHOICE of the World's Finest Recordings

RELIGIOUS — CHILDRENS — EDUCATIONAL
CLASSICAL — POPULAR

- ALL SPEEDS • SPECIAL SCHOOL DISCOUNTS
 - ALL MANUFACTURERS • PROMPT DELIVERY
- Over 1100 schools are using our "Easy Mail Way" for widest selection, convenience and economy in buying their recordings.

Write today for full details plus latest catalogs.
FREE — NO OBLIGATION

(Please state type and speed of records you are interested in)

THE HOUSE OF RECORDS
— Paul Kutscher —

97 Chambers Street • New York 7, N. Y.

Guide to Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

CODE NO.	PAGE NO.	CODE NO.	PAGE NO.
30 Adirondack Chair Company.....	64A	354 Irwin Seating Company.....	56A
31 All American Suppliers.....	57A	355 Kellogg Co., The.....	38A
32 Allied Radio Corp.....	54A	356 Kenosha Public Schools.....	60A
33 Allyn and Bacon.....	14A	357 Kewaunee Mfg. Company.....	34A
34 American Crayon Company.....	55A	358 Keystone View Company.....	40A
35 American Optical Co.....	36A	359 Laidlaw Brothers.....	18A
36 American Seating Company.....	54A	360 Libbey Glass Div. Owens Illinois Glass Co.....	59A
37 American Structural Products Company.....	45A	361 Lohmann Company, E. M.....	39A
38 Ampco Corporation, The.....	21A	362 Magnecord, Inc.....	31A
39 Art Craft Theatre Equip. Co.....	64A	363 Marquette University.....	58A
310 Automatic Pencil Sharpener Div.....	35A	364 Medart Products, Inc., Fred.....	2A
311 Balfour Company, L. G.....	65A	365 Metal Arts Company.....	64A
312 Bardwell & McAlister.....	56A	366 Minneapolis-Honeywell Regulator Co.....	41A
313 Bay West Paper Company.....	44A	367 Minnesota Mining & Mfg. Co.....	24A
314 Beckley-Cardy Company.....	52A	368 Mitchell Mfg. Co.....	61A
315 Bentley & Simon, Inc.....	65A	369 Montgomery Manufacturing Company.....	56A
316 Benziger Brothers.....	12A	370 Moore Company, E. R.....	54A
317 Bergen Brush Supplies.....	62A	371 National Sports Equipment Co.....	56A
318 Berlin Chapman Company.....	54A	372 Neumade Products Corp.....	62A
319 Beseler Company, Chas.....	23A	373 Noble and Noble, Publishers, Inc.....	64A
320 Binney & Smith Co.....	42A	374 Norcor Mfg. Company, Inc.....	61A
321 Bittel, Philip & Margaret.....	64A	375 Oneida Products Corporation.....	4th cover
322 Bituminous Coal Institute.....	7A	376 Palmer Co., A. N.....	14A
323 Bonton Molding Company.....	46A	377 Peabody Company, The.....	1A
324 Bradley Co., Milton.....	27A	378 Pennsylvania State Producers Guild.....	32A
325 Bruce Publishing Company.....	16A & 3rd cover	379 Porter Corp., J. E.....	29A
326 Catholic Book & Supply Co.....	64A & 65A	380 Powers Regulator Co.....	66A
327 Catholic Children's Book Club.....	18A	381 RCA Victor Div. Radio Corp. of America.....	15A
328 Coronet Instructional Films.....	20A	382 Roddis Plywood Corp.....	51A
329 Cram Company, George F.....	22A	383 Scott, Foresman & Co.....	6A
330 DePaul University.....	62A	384 Sexton & Company, Inc., John.....	47A
331 Ditto, Incorporated.....	19A	385 Shwayder Brothers, Inc.....	25A
332 Dolge Company, C. B.....	63A	386 Silver Burdett & Co.....	12A
333 Electric Aire Engineering Corp.....	26A	387 Singer Company, L. W.....	60A
334 Encyclopaedia Britannica Films, Inc.....	13A	388 Society for Visual Education.....	30A
335 Esterbrook Pen Company.....	55A	389 Southwestern Publishing Co.....	14A
336 Fenestra Building Products.....	43A	390 Spratt Music Co., Jack.....	64A
337 Field Enterprises, Inc.....	17A	391 Square Dance Associates.....	30A
338 Flynn Manufacturing Co., Michael.....	49A	392 Superior Coach Corporation.....	33A
339 Folger, Inc., Stephen Lane.....	65A	393 Sylvia Electric Products, Inc.....	53A
340 Fordham University.....	63A	394 Todd Shipyards Corp.....	32A
341 Ford Motor Company.....	2nd cover	395 Underwood Corporation.....	11A
342 Ginn & Company.....	18A	396 Van Horn & Son.....	64A
343 Grattan Studios, Henry.....	64A	397 Van Nostrand Company, D.....	39A
344 Graubard's, Inc.....	58A & 61A	398 Victor Animatograph Corp.....	10A
345 Griggs Equipment Company.....	48A	399 Voit Rubber Corp., W. J.....	37A
346 Grumbacher, Inc., M.....	64A	3100 Warp Publishing Company.....	22A
347 Handy-Folio Music Co.....	64A	3101 Wayne Iron Works.....	50A
348 Heath and Company, D. C.....	8A	3102 Weber Company, F.....	63A
349 Holt & Company, Henry.....	20A	3103 Weber Costello Co.....	60A
350 Horn Brothers Co.....	28A	3104 Wilderman Co., Inc., C.....	20A
351 House of Records.....	65A	3105 Wilson Company, H. W.....	22A
352 International Business Machines Corp.....	4A & 9A	3106 Winston Co., John C.....	48A
353 Iroquois Publishing Co.....	60A	3107 Zaner-Bloser Company.....	12A

For Information Use This Coupon

The advertisements in this issue have been given a code number for your convenience in requesting information on products, services, booklets, and catalogs offered. Encircle the code number of the advertisement in which you are interested, clip and mail the coupon to THE CATHOLIC SCHOOL JOURNAL. Your request will receive prompt attention. BRUCE—MILWAUKEE.

THE CATHOLIC SCHOOL JOURNAL
400 North Broadway, Milwaukee 1, Wis.

March, 1952

Please send information offered in the advertisements we have encircled

30	31	32	33	34	35	36	37	38	39	310	311
312	313	314	315	316	317	318	319	320	321	322	323
324	325	326	327	328	329	330	331	332	333	334	335
336	337	338	339	340	341	342	343	344	345	346	347
348	349	350	351	352	353	354	355	356	357	358	359
360	361	362	363	364	365	366	367	368	369	370	371
372	373	374	375	376	377	378	379	380	381	382	383
384	385	386	387	388	389	390	391	392	393	394	395
396	397	398	399	3100	3101	3102	3103	3104	3105	3106	3107

Also information on.....

Name.....

Title.....

School.....

Please Print

City.....

Zone.....

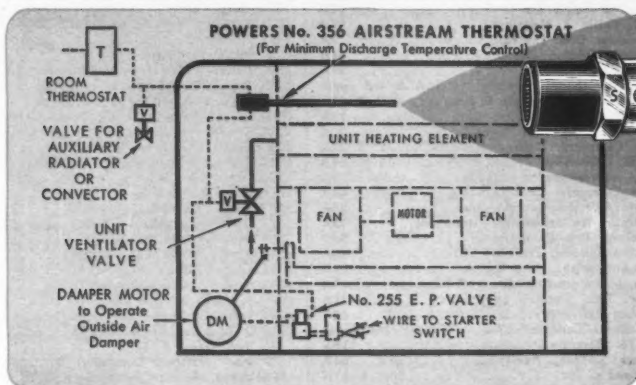
State.....

Better PERFORMANCE — Greater COMFORT



from the
most accurate
**UNIT VENTILATOR
CONTROL**
of them all

POWERS



**No. 356 LOW-LIMIT
AIRSTREAM THERMOSTAT**

A precision non-waste type instrument requiring no auxiliary devices to supplement its accurate low limit control of unit ventilator discharge temperatures.

POWERS Features that Give Better Control with Less Maintenance

Since unit ventilators operate on minimum discharge temperature much of the time it is imperative that an accurate and dependable low limit thermostat be used.

- Powers 2-line non-waste Airstream Thermostats have a graduated dial for ease of adjustment—also Adjustable Sensitivity for precise control.
- With its ingenious non-waste double air valve mechanism there is no continuous waste of compressed air. It is not a "leakstat".
- Once set for the proper temperature a Powers No. 356 Thermostat requires no re-adjustment—there are no fine restrictions to be serviced.

Compare the performance of Powers unit ventilator control with others. You too will prefer its greater simplicity, accuracy and dependability. Benefits: More comfortable classrooms and less maintenance than with more complicated systems.

Write for Bulletin 301-CPA

THE POWERS REGULATOR CO.

SKOKIE, ILLINOIS • Offices in Over 50 Cities

Chicago 13, Ill., 3819 N. Ashland Avenue • New York 17, N. Y., 231 East 46th Street
Los Angeles 5, Cal., 1808 West 8th Street • Toronto, Ontario, 195 Spadina Avenue
Mexico, D. F., Apartado 63 Bis. • Honolulu 3, Hawaii, P. O. 2755—450 Piikoi at Kona

POWERS ROOM
THERMOSTATS



Above: Type D.
Left: Day-Nite Thermostat with Automatic Changeover.



(a66)

Tested and Proven Texts for the up-to-date Catholic School

*The real answer to the spelling problem in all
Catholic schools —*

LEARNING WORDS

Fitzgerald and Fitzgerald

Practicality is the keynote of this series designed specifically for the Catholic elementary school. It offers, according to the best pedagogy, one of the most recent scientifically selected word lists available. Here spelling is shown in its important relationship to the rest of a child's life in a well-organized, systematic plan of instruction for each grade from 2 to 8. Besides providing 98% of all the words the average person uses, it re-emphasizes words of persistent difficulty and "individualizes" the learning process. Adopted and approved in many dioceses.

Cloth covered books:

Grades II, III, and IV — 64 cents

Grades V, VI, VII, and VIII — 76 cents

Workbooks:

Grades II through VIII — 32 cents each

222 SPELLING DEMONS

James A. Fitzgerald, Ph.D.

Only ten cents! This up-to-date list of the words which are responsible for more than 65 per cent of spelling errors in the first six grades.

Efficient methods in teacher preparation —

THE TEACHING OF SPELLING

James A. Fitzgerald

All the problems concerning the actual teaching of spelling are worked out here according to the most modern methods available. Ability to spell is treated as a requisite for life adjustment, integrating it with larger trends in education such as the planned child development approach, individual differences, motivation, diagnostic and remedial work, and correlation in other fields. The book teachers are looking for!

\$2.50

Planning the spelling curriculum —

A BASIC LIFE SPELLING VOCABULARY

James A. Fitzgerald

Here is the clearest and most comprehensive work available on the selection and grading of spelling words for teaching use. Dr. Fitzgerald has utilized his own research as well as the most significant research of other workers in the field. Included is a list of 2650 words chosen for usability in life needs. Various approaches to the grading of words are analyzed for teaching needs.

\$3.50

*Teach the true meaning of
Christian Democracy and
a deep appreciation
of America with*

The AMERICA History Series

Sisters of Mercy, Brooklyn, N. Y.

For grades 4 to 8. Each book presents the simultaneous development of Church and nation in America's history, defining the Church's contribution in moral, social, cultural, economic, and political fields. The series is easy to read and understand and well illustrated. Ideal as basic or supplementary texts.

AMERICA, LAND OF PROMISE

Brief European backgrounds — Spain, France Holland, and Sweden in the New World. \$1.76

AMERICA, LAND OF PROGRESS

Takes up the period immediately following the Revolutionary War to close of war between the states. \$2.24

AMERICA, LAND OF OPPORTUNITY

Continues the story from English settlements to the end of the Revolutionary War. \$1.96

AMERICA, LAND OF ACHIEVEMENT, Revised

From Reconstruction to the present time. \$2.64

AMERICA, LAND OF DEMOCRACY, Revised

Rapid review of preceding books and Civics. \$2.72

Order examination copies for 30 days' study. No obligation.

The Bruce Publishing Company

603 Bruce Building
Milwaukee 1, Wisconsin